

Pupil premium strategy statement – St Anne Line Catholic Junior School

1. Summary information

Academic Year	2021/2022	Total PP budget	£68595	Date of most recent PP Review	Dec 2021
Total number of pupils	241	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2022

1. Current attainment

Year 6	(Actual) Pupils eligible for PP 2019	(Predicted) Pupils eligible for PP 2020	(Predicted) Pupils eligible for PP 2021
% achieving Expected Standard or above in reading, writing and maths	81%	72%	77%
% achieving Expected Standard in reading	94%	75%	94%
% achieving Expected Standard in writing	75%	82%	82%
% achieving Expected Standard in GPAS	88%	88%	77%
% achieving Expected Standard in maths	75%	75%	82%

2. Barriers to future attainment

In-school barriers

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| A. | Skills across the school are lower for pupils eligible for PP than for other pupils. |
| B. | Baseline outcomes in year 3 do not correlate with KS1 outcomes. |
| C. | Social and emotional development of pupils eligible for PP is not always as mature compared with all other children. |

External barriers

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| D. | A small group of white British parents across the school are difficult to engage. |
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress and attainment in all subjects for pupils eligible for PP.	The gap is closed between pupils eligible for PP and other children.
B.	Accelerated progress in year 3 across all subjects.	Attainment by the end of the year matches or exceeds age related expectations.
C.	Children are happy and feel safe and secure at school.	Children's social and emotional maturity matches age related expectations.
D.	Increased parental involvement for pupils eligible for PP.	Parents engage in school activities. Parents support children at home to complete homework tasks.

4. Planned expenditure

Academic year

2021 to 2022

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Higher rates of progress and attainment in English and Maths for pupils eligible for PP.	English lead presents long term plans with a focus on Screen to page.	An extensive range of writing genres are taught across all year groups without repetition.	Lesson observation, climate walk, pupil perception. Termly in-house writing moderation	Curriculum lead SLT	Spring 2022
	Maths grouping 4 ways in year 6.	Basic arithmetic skills will be developed to ensure that all children within the group are equipped with age related skills that allow them to access the end of year arithmetic with confidence.	Weekly tracking	Class teachers SLT	Spring 2022
	Same day intervention to address misconceptions and lack of progress within a lesson.	High quality immediate feedback is a highly effective way to accelerate progress and in doing to raise attainment. We want all staff to be equipped with the necessary skills to be able to quickly understand where a child is at with their learning and how to provide them with next steps.	Use INSET days to deliver training on assessment for learning. Observation of colleagues	Class teachers SLT	Summer 2022
Total budgeted cost					£35264

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Accelerated progress in year 3 across all subjects.	One to one intervention across the school with PP children – using support staff specialisms.	Some of the children need targeted support to catch up. Some of the children need highly individualised learning programmes such as precision teaching.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Deputy head	Spring 2022
C. Children are happy and feel safe and secure at school.	Learning mentors to support children across the school referred by class teachers and SLT. Beehive Nurture Centre focusing on SEMH	We want to ensure that the barriers to learning are addressed so that children are then able to progress academically.	Regular feedback given to Senco and SLT by members of staff delivering. Forward planning to ensure children causing concern are supported. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Senco	Summer 2022
Total budgeted cost					£27500
iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased parental involvement for pupils eligible for PP.	Introduction of half termly SAL's Big Breakfast Scholarship remission Financial remission Breakfast club	Some parents who may well have found their own school experience difficult need to feel comfortable and well supported at our school. It is hoped that in turn these parents will engage more fully in home/school partnerships.	Engage with parents throughout the activity. Regular feedback from class teachers to address concerns – what is going well and even better ifs.	Head and deputy	Spring 2022
D. Increased parental involvement for pupils eligible for PP.	Termly open afternoon	Some parents find it more difficult to share their concerns with SLT and feel more relaxed to discuss ideas within an informal session with the class teacher.	Regular feedback from those involved to deputy head and Senco who will address concerns and implement necessary change.	Learning Mentors	Summer 2022
Total budgeted cost					£5831

5. Review of expenditure				
Previous Academic Year		2020/21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Higher rates of progress and attainment in English and Maths for pupils eligible for PP.	Baseline assessments completed to identify gaps in learning. Staff training on high quality teaching of reasoning skills in Maths. Double English and Maths – taught alongside a broad and balanced enriched curriculum.	High impact – 75% expected standard in reading, 88% expected standard in GPAS, Writing 82% above not pupil premium children and maths 75%.	Children made very good progress even if all did not reach age related expectations – we will continue this approach.	£16330
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve social, emotional and behavioural maturity of groups of pupils.	Breakfast club, Learning mentors Additional residential support, clothing remission	High impact – children become more confident, behaviour issues are continuously addressed and children are given quality time to express themselves appropriately.	This approach will be continued.	£41320
iii. Targeted support				
Increased parental involvement for pupils eligible for PP	Introduction of half termly SAL's Big Breakfast Singing scholarship Financial remission Breakfast club	Medium to High impact – parents who were disengaged became increasingly engaged,	This approach will be continued with an increased focus on getting parents and carers into the classroom more often to look at their child's work.	£4250