

# St Anne's Catholic Primary School, Gateshead - Pupil Premium Strategy Statement

1. Summary information					
St Anne's Catholic School					
Academic Year	2020/2021	Total PP budget	£53,800	Date of most recent PP Review	01/09/2020
Total number of pupils	131	Number of pupils eligible for PP	40	Date for next PP Strategy Review	01/03/2021

2. Current attainment		
<b>KS2</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
%/ numbers achieving the expected standard or above in reading, writing & maths	n/a	n/a
%/ numbers achieving expected standard in reading	n/a	n/a
%/ numbers achieving expected standard in writing	n/a	n/a
%/ numbers achieving expected standard in maths	n/a	n/a
<b>KS1</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
%/ numbers achieving the expected standard or above in reading, writing & maths	n/a	n/a
%/ numbers achieving expected standard in reading	n/a	n/a
%/ numbers achieving expected standard in writing	n/a	n/a
%/ numbers achieving expected standard in maths	n/a	n/a

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>

<b>A.</b>	Parental Engagement- Educational Support and home learning environment including remotely.
<b>B.</b>	Less effective prior Learning experiences
<b>C.</b>	High ability pupils who are eligible for PP are making less progress in KS2 particularly in reading and not achieving the higher standard in KS1
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Social Issues – Gender imbalance

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Continue to improve children's outcomes through personalised support – Breakfast and After School places, parental engagement meeting's, after school homework club. (Based on individual, personalised need of child) including if isolated and working remotely.	Pupils eligible for PP are supported to enable them to make achieve age related expectations by the end of the year.
<b>B.</b>	Continue to ensure all children in school receive at least good or outstanding teaching in every lesson to ensure that they make expected progress and barriers to learning are identified and acted upon in a timely and effective manner.	Pupils eligible for PP regardless of ability make good to outstanding progress throughout the school year.
<b>C.</b>	High ability pupils in KS2 continue to make as much progress as other high ability pupils in KS2 – in maths and writing and reading however significantly narrowing the gap in reading.  Pupils of all ability pupils in KS1 will make as much progress as other children identified at the same level	Pupils eligible for PP in all abilities make as much progress as other pupils identified as the same ability across KS2.  Pupils eligible for PP of all abilities make as much progress as other pupils identified as the same ability across KS1.
<b>D.</b>	High ability boys and girls in KS2 will make as much progress in reading and writing  All identified pupil premium boys and girls in KS1 will make as much progress in reading and writing and maths (overcoming social barriers)	Greater % of GDS for PP children in writing and reading  Greater % of children achieving inline in writing and reading and maths

**5. Planned expenditure****Academic year****2020/2021**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All children in school receive at least good or outstanding teaching in every lesson to ensure that they make expected progress and barriers to learning are identified and acted upon in a timely and effective manner. This includes through remote learning to ensure no child falls behind.	<p>Reduced Class sizes – extra support in larger classes</p> <p>CPD from LA based on improving standards in English and Maths for subject leaders.</p> <p>Booster after school sessions and interventions by class teachers</p> <p>Quality remote learning in place that reflects differentiation and accessibility issues to enable learning regardless of location.</p>	Pupil premium review discussed issues with quality first teaching. Specific training has been given to existing teachers and ongoing with new staff. Sutton trust report states that PPG eligible children fall further behind when they have less effective learning experiences.	<p>Planning, assessment, class and book scrutiny monitoring.</p> <p>Teaching school support and external advisor support.</p> <p>LA Link Inspector support</p> <p>Pupil Progress meetings</p> <p>HT drop ins</p>	Sonia Fraser	Continuously, overall review Half Termly

<p>High ability pupils in KS2 make as much progress as other high ability pupils in KS2 – in reading and writing however significantly narrowing the gap in reading.</p> <p>Resources will be developed to enable quality remote learning if needed.</p>	<p>Reduced class sizes in across school.</p> <p>Booster sessions for year 6.</p> <p>Intervention sessions to support progress for all.</p>	<p>EEF toolkit discusses the impact of reduced class sizes across school and the value of small group booster and intervention sessions for children who need support or further challenge.</p>	<p>Planning, assessment, class and book scrutiny monitoring.</p> <p>Teaching school support and external advisor support.</p> <p>Pupil Progress meetings</p> <p>HT drop ins</p> <p>Links with Outstanding schools</p>	<p>Sonia Fraser</p> <p>Joanne Geddes</p>	<p>Continuously, overall review Half Termly</p>
<p>All pupils in KS1 will make progress in line with their academically equivalent peers.</p> <p>Resources will be developed to enable quality remote learning if needed.</p>	<p>Small class sizes and TA support (qualified teacher) -</p>				
<b>Total budgeted cost</b>					<b>£13,898</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Continue to ensure pupils in KS2 make as much progress as other equally able pupils in KS2 significantly narrowing the gap.</p>	<p>Intervention support in school time.</p> <p>Targeted TA support in class.</p>	<p>Pupils who are eligible for PP funding in KS2 attained in line attainment wise despite historically poor quality first teaching which has impacted more significantly on PP children (as identified in the PP review). Quality first teaching is now in place however there are still significant gaps to be filled due to previous issues.</p> <p>EEF toolkit suggest that interventions both in group and on a one to one basis is an effective way to improve attainment and progress.</p> <p>TA support in class allows children eligible with PP support in class</p>	<p>Ensuring the children are actively identified through pupil progress meetings with teachers and assessment data. Also through planning, lesson and book monitoring.</p>	<p>Sonia Fraser AND Joanne Geddes</p>	<p>Each half term</p>
<p>Improve children's outcomes through personalised support-</p> <p>Parental engagement meetings</p>	<p>Parental engagement meetings</p>	<p>The rationale behind this the evidence based from the EEF report suggests that targeted parental engagement meetings increase progress of children.</p>	<p>Ensure that staff are well trained in how to facilitate and deliver the meetings.</p> <p>Observations and parental feedback.</p>	<p>Sonia Fraser</p>	<p>Each half term.</p>

Improve children's outcomes through personalised support –  After School – Individualised interventions and homework support club.	After School – Individualised interventions and homework support club.	Some of the children in our school require support to complete homework and need further help to develop their learning through after school learning opportunities. The EEF toolkit evidences the impact of one to one/small group and one to one tuition.	Ensure through pupil progress meetings that these interventions are appropriately targeted and having a positive impact.  Ensure through planning, monitoring and observations that these meetings are challenging, engaging and appropriate to support the learner.	Joanne Geddes	Each half term
<b>Total budgeted cost</b>					<b>£ 28,530</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve children's social skills, communication skills and make sure they are ready and supported in their learning.	Breakfast and After-School Clubs – Nurture and intervention	Some of the children in our school require support to complete homework and need further help to develop their learning through after school learning opportunities. The EEF toolkit evidences the impact of one to one/small group and one to one tuition.	Ensure through pupil progress meetings that these interventions are appropriately targeted and having a positive impact. Ensure through planning, monitoring and observations that these meetings are challenging, engaging and appropriate to support the learner.	Joanne Geddes	Each term
Ensure all children can access all opportunities that the school offer without	Financial support with school trips	We want to ensure that children can access every opportunity in school and that parent's don't feel that they have to say no to their child due to financial	Ensure effective communication with parents to understand individual needs.	Gareth Lilley	Each term
<b>Total budgeted cost</b>					<b>£15,200</b>

6. Review of expenditure		£56,870		
Previous Academic Year		2019/2020 - AFFECTED BY COVID CLOSURES		
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
<p>All children in school receive at least good or outstanding teaching in every lesson to ensure that they make expected progress and barriers to learning are identified and acted upon in a timely and effective manner.</p> <p>Robust and effective remote learning in place to support.</p>	<p>Reduced Class sizes – extra support in larger classes</p> <p>CPD from LA based on improving standards in English and Maths for subject leaders.</p> <p>Booster after school sessions and interventions by class teachers</p>	<p>Pupil premium review discussed issues with quality first teaching. Specific training has been given to existing teachers and ongoing with new staff. Sutton trust report states that PPG eligible children fall further behind when they have less effective learning experiences.</p>	<p>Planning, assessment, class and book scrutiny monitoring.</p> <p>Teaching school support and external advisor support.</p> <p>LA Link Inspector support</p> <p>Pupil Progress meetings</p> <p>HT drop ins</p> <p>Remote learning needs to be updated so that these strategies will still be effective in the case of home learning being required.</p>	

<p>High ability pupils in KS2 make as much progress as other high ability pupils in KS2 – in reading and writing however significantly narrowing the gap in reading.</p> <p>Robust and effective remote learning in place to support.</p>	<p>Reduced class sizes in across school.</p> <p>Booster sessions for year 6.</p> <p>Intervention sessions to support progress for all.</p>	<p>EEF toolkit discusses the impact of reduced class sizes across school and the value of small group booster and intervention sessions for children who need support or further challenge.</p>	<p>Planning, assessment, class and book scrutiny monitoring.</p> <p>Teaching school support and external advisor support.</p> <p>Pupil Progress meetings</p> <p>HT drop ins</p> <p>Links with Outstanding schools</p> <p>Remote learning needs to be updated so that these strategies will still be effective in the case of home learning being required.</p>	
<p>All pupils in KS1 will make progress in line with their academically equivalent peers progress as other children identified as high ability.</p> <p>Robust and effective remote learning in place to support.</p>	<p>Small class sizes and TA support (qualified teacher) -</p>	<p>EEF toolkit discusses the impact of reduced class sizes across school and the value of small group booster and intervention sessions for children who need support or further challenge.</p>	<p>Planning, assessment, class and book scrutiny monitoring.</p> <p>Teaching school support and external advisor support.</p> <p>Pupil Progress meetings</p> <p>HT drop ins</p> <p>Links with Outstanding schools</p>	



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
High ability pupils in KS2 make as much progress as other high ability pupils in KS2 – in maths and writing however significantly narrowing the gap in reading.	Intervention support in school time.  Targeted TA support in class.	Children eligible for PPG in KS2 achieved in line with their academic peers nationally. GDS was not as high but the children made significant progress from starting points to attain the results that they did. Quality first teaching is now in and there are significant gaps due to previous issues are being filled.  EEF toolkit suggest that interventions both in group and on a one to one basis is an effective way to improve attainment and progress.	Ensuring the children are actively identified through pupil progress meetings with teachers and assessment data. Also through planning, lesson and book monitoring.	£ 28,530
Improve children's outcomes through personalised support-  Parental engagement meetings	Parental engagement meetings	The rationale behind this the evidence based from the EEF report suggests that targeted parental engagement meetings increase progress of children.	Ensure that staff are well trained in how to facilitate and deliver the meetings.  Observations and parental feedback.	

<p>Improve children's outcomes through personalised support –</p> <p>After School – Individualised interventions and homework support club.</p>	<p>After School – Individualised interventions and homework support club.</p>	<p>Some of the children in our school require support to complete homework and need further help to develop their learning through after school learning opportunities. The EEF toolkit evidences the impact of one to one/small group and one to one tuition.</p>	<p>Ensure through pupil progress meetings that these interventions are appropriately targeted and having a positive impact.</p> <p>Ensure through planning, monitoring and observations that these meetings are challenging, engaging and appropriate to support the learner.</p>	
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### iii. Other approaches

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
<p>Improve children's social skills, communication skills and make sure they are ready and supported in their</p>	<p>Breakfast and After- School Clubs – Nurture and intervention</p>	<p>Some of the children in our school require support to complete homework and need further help to develop their learning through after school learning opportunities. The EEF toolkit evidences the impact of one to one/small group and one to one tuition.</p>	<p>Ensure through pupil progress meetings that these interventions are appropriately targeted and having a positive impact.</p> <p>Ensure through planning, monitoring and observations that these meetings are challenging, engaging and appropriate to support the learner.</p>	<p><b>£12,000</b></p>
<p>Ensure all children can access all opportunities that the school offer without further hardship</p>	<p>Financial support with school trips</p>	<p>We want to ensure that children can access every opportunity in school and that parent's don't feel that they have to say no to their child due to financial constraints.</p>	<p>Ensure effective communication with parents to understand individual needs.</p>	

£54,520

## 7. Additional detail

