



St. Anne's CE Primary School

**Evidencing the Impact of Pupil Premium Funding
2020-2021**

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne’s our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne’s to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be “the best we can be”.

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that “spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force.” Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be “the best we can be”.

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

Evidencing the Impact of Pupil Premium Funding 2020- 2021



Number of pupils and amount of Pupil Premium funding received:

	2020/21
Total number of pupils on roll	212
Total number of pupils eligible for Pupil Premium funding	51
Total amount received	£61,070

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

- A rising percentage of our school population live in local areas of deprivation
- Language and Communication skills on entry to school are increasingly lower than would be regarded as typical for many children of a similar age. This impacts upon every area of learning.
- The growing number of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success.
- Pupils who do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
- Children who have the potential to reach Greater Depth may not have families who promote high aspirations or have the capacity to support children with increasing levels of challenge.
- Lack of access to a good morning routine and healthy breakfast for some pupils. This impacts upon their ability to focus and concentrate during morning lessons.
- An additional barrier, this year, has been the impact of Covid, which impacted all areas of school life.

Attainment of pupils eligible for Pupil Premium funding at KS1 (Last set of data published due to Covid)	2018/19				2019/2020 Percentages are based upon Spring data (March 20) In-school comparison only			
	% working at expected standard		% working at greater depth		% working on track or better		% working at exceeding/mastery	
	School	Other pupils nationally	School	Other pupils nationally	School PP	School non-PP	School PP	School non-PP
Phonics in Y1	71%	84%	NA	NA	Did not take place due to Covid 19 restrictions			
KS1 Reading	63%	78%	13%	28%	71%	91%	0	26%
KS1 Writing	63%	73%	0%	17%	71%	87%	0	26%
KS1 Mathematics	75%	79%	25%	24%	71%	91%	0	22%
Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding	<p>23% of the cohort are disadvantaged- 7 pupils</p> <p><u>Key Stage 1: Expected standard - School Disadvantaged vs School non-Disadvantaged (March 2020)</u></p> <p><u>Reading:</u> 71% of Disadvantaged pupils were on track to meet the end of Key Stage expectations or better compared to 91% of non-Disadvantaged pupils in school. This is a gap of -20%. Disadvantaged pupils were not performing as well as non-Disadvantaged pupils at that point. Disadvantaged children performed better at this point in March than disadvantaged children did at the End of Key Stage last year – 71% compared to 63%. A gap of +8%.</p> <p><u>Writing:</u> 71% of Disadvantaged pupils were on track to meet the end of Key Stage expectations or better compared to 87% of non-Disadvantaged pupils in school. This is a gap of -16%. Disadvantaged pupils were not performing as well as non-Disadvantaged pupils at that point.</p>							

Disadvantaged children performed better at this point in March than disadvantaged children did at the End of Key Stage last year – 71% compared to 63%. A gap of +8%.

Maths:

71% of Disadvantaged pupils were on track to meet the end of Key Stage expectations or better compared to 91% of non-Disadvantaged pupils in school. This is a gap of -20%.

Disadvantaged pupils were not performing as well as non-Disadvantaged pupils at that point.

Disadvantaged children did not perform better at this point in March than disadvantaged children did at the End of Key Stage last year – 71% compared to 75%. A gap of -4%.

Science:

71% of Disadvantaged pupils were on track to meet the End of Key Stage expectations or better compared to 100% of non-disadvantaged pupils in school. This is a gap of -29%.

Disadvantaged pupils were not performing as well as non-Disadvantaged pupils at that point.

Disadvantaged children did not perform better at this point in March than disadvantaged children did at the End of Key Stage last year – 71% compared to 88%. A gap of -17%.

Key Stage 1: Greater Depth - School Disadvantaged vs School non-Disadvantaged (March 2020)

Reading:

0% of Disadvantaged pupils were exceeding the expected standard compared to 26% of non-Disadvantaged pupils in school. This represents a gap of -26%.

Disadvantaged pupils were performing less well than non-Disadvantaged pupils at that point.

Writing:

0% of Disadvantaged pupils were exceeding the expected standard compared to 26% of non-Disadvantaged pupils in school. This represents a gap of -26%.

Disadvantaged pupils were performing less well than non-Disadvantaged pupils at that point.

Maths:

0% of Disadvantaged pupils were exceeding the expected standard compared to 22% of non-Disadvantaged pupils in school. This represents a gap of -22%.

Disadvantaged pupils were performing less well than non-Disadvantaged pupils at that point.

Attainment of pupils eligible for Pupil Premium funding at KS2 (Last set of data published due to Covid)	2018/19				2019/2020 Percentages are based upon Spring data (March 20) In-school comparison only			
	% working at expected standard		% working at greater depth		% working on track or better		% working at exceeding/mastery	
	School	Other pupils Nationally	School PP	Other pupils Nationally	School PP	School non-PP	School PP	School non-PP
KS2 Reading	40%	78%	0%	31%	100%	96%	33%	42%
KS2 Writing	40%	83%	40%	24%	100%	92%	17%	27%
KS2 GPS	40%	83%	40%	41%	NA	NA	NA	NA
KS2 Mathematics	80%	84%	0%	31%	100%	96%	33%	38%
Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding	20% of the cohort are disadvantaged- 6 pupils							
	<p><u>Key Stage 2: Expected standard - School Disadvantaged vs School non-Disadvantaged (March 2020)</u></p> <p><u>Reading:</u> 100% of Disadvantaged pupils were on track to meet the end of Key Stage expectations or better compared to 96% of non-Disadvantaged pupils in school. This is a gap of +4%. Disadvantaged pupils were performing better than non-Disadvantaged pupils at that point. Disadvantaged children performed better at this point in March than disadvantaged children did at the End of Key Stage last year – 100% compared to 40%. A gap of +60%.</p> <p><u>Writing:</u> 100% of Disadvantaged pupils were on track to meet the end of Key Stage expectations or better compared to 92% of non-Disadvantaged pupils in school. This is a gap of +8%. Disadvantaged pupils were performing better than non-Disadvantaged pupils at that point.</p>							

Disadvantaged children performed better at this point in March than disadvantaged children did at the End of Key Stage last year – 100% compared to 40%. A gap of +60%.

Maths:

100% of Disadvantaged pupils were on track to meet the end of Key Stage expectations or better compared to 96% of non-Disadvantaged pupils in school. This is a gap of +4%.

Disadvantaged pupils were performing better than non-Disadvantaged pupils at that point.

Disadvantaged children performed better at this point in March than disadvantaged children did at the End of Key Stage last year – 100% compared to 80%. A gap of +20%.

Key Stage 2 : Greater Depth - School Disadvantaged vs School non-Disadvantaged (March 2020)

Reading:

33% of Disadvantaged pupils were on track to exceed the expected standard compared to 42% of non-Disadvantaged pupils in school. This represents a gap of -9%.

Disadvantaged pupils performed less well at this point in March than non-Disadvantaged pupils.

Writing:

17% of Disadvantaged pupils were on track to exceed the expected standard compared to 27% of non-Disadvantaged pupils in school. This represents a gap of -10%.

Disadvantaged pupils performed less well at this point than non-Disadvantaged pupils.

Maths:

33% of Disadvantaged pupils were on track to exceed the expected standard compared to 38% of non-Disadvantaged pupils in school. This represents a gap of -5%.

Disadvantaged pupils performed less well at this point in March than non-Disadvantaged pupils.

Improving Attendance

Absence Rate of Pupils eligible for Pupil Premium funding	2020/21	
	School	National
% of sessions missed due to overall absence		9%
% Persistent absentees – absent for 10% or more of sessions		...
<p>Free breakfast club is offered to disadvantaged children in school. A school clerk monitors lateness and produces a spreadsheet showing this. Parents are contacted if children are often late. Frequent lateness is “nipped in the bud” before it translates into persistent absence. Parents receive a letter advising them if absence is becoming an issue. The Head Teacher telephones parents if absence is heading towards becoming “persistent absence”. All of the above help children to have a good start to their school day by attending breakfast club and /or attending school on time. Attendance is tracked weekly.</p>		

One aspect of Pupil Premium allocation- 1

Objective: English-Reading and Writing- To provide additional support closely focussed upon the needs of disadvantaged children to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision: Reading

Identify the needs of PP children to increase their rate of progress.

Children to be given 1:1 or small group reading support with TAs and/or teachers before school, focussing on basic reading skills and reading comprehension skills/extending skills into greater depth work.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Years 6, 4 and 2 to have 2 teachers, with a smaller group being taught separately each morning for English. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Teachers to work closely with PP children to support their need to develop their phonics, basic reading skills and reading comprehension skills, first orally and then moving into written answers.

Children to be allocated time with volunteer readers up to 4 times/week to increase their amount of time spent reading, to develop a love of reading and to build confidence in their reading skills.

Children to be placed on the Accelerated Reading Programme (when appropriate to do so). Give initial 1:1 TA support in developing their confidence to access the ARP quizzes.

Place a high level of value on reading and reward children for good levels of effort and/or progress in class and during Praise Assembly via reading awards.

Provision: Writing

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Place a high level of value on writing and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Writing intervention will be led by teachers or trained TAs.

Impact: Disruption to learning, despite our best efforts with remote and key worker learning, has impacted attainment.

- During the Autumn term 2020, following the first lockdown, staff concentrated on a recovery curriculum to improve progress in reading and writing.
- The school bought into an online learning platform, DB Primary, to facilitate remote education for times when children were unable to attend. Staff set appropriate work, marked and commented upon it and communicated with children via this facility.
- CGP Educational Books were delivered to the home of each child to support home learning.
- Accelerated Reader and Lexia were available to each child to use from home.
- Staff held Zoom calls so the class could meet virtually.
- 100 plus key worker children attended school, accessing a high level of support as groups were smaller than usual class size.
- Reading – trend is generally improving with fewer children below ARE and more children at or above ARE. NB: 'Covid data' is not completely reliable.
- Writing – trend is mixed, with more children now below ARE but also more children at ARE. NB: 'Covid data' is not completely reliable.

Cost: £20,000

% of total PPG:30

One aspect of Pupil Premium allocation- 2

Objective: Phonics/Spelling- To provide additional support closely focussed upon the needs of disadvantaged children, to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Use of aspects of schemes as appropriate to support teaching- Jolly Phonics, Phonics Play, Sounds Write.

Place a high level of value on correct spelling and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 6, 4 and 2 to have 2 teachers, with a smaller group being taught separately each morning for English. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Phonics/Spelling intervention may be led by class teachers, or by trained TAs.

Impact: Disruption to learning, despite our best efforts with remote and key worker learning, has impacted attainment.

- During the Autumn term 2020, following the first lockdown, staff concentrated on a recovery curriculum to improve progress in spelling and phonics.
- The school bought into an online learning platform, DB Primary, to facilitate remote education for times when children were unable to attend. Staff set appropriate work, marked and commented upon it and communicated with children via this facility.
- CGP Educational Books were delivered to the home of each child to support home learning.
- Accelerated Reader and Lexia were available to each child to use from home.
- 100 plus key worker children attended school, accessing a high level of support as groups were smaller than usual class size.
- It is difficult to judge the impact on spelling and phonics.
- Reading – trend is generally improving with fewer children below ARE and more children at or above ARE. NB: 'Covid data' is not completely reliable.
- Writing – trend is mixed, with more children now below ARE but also more children at ARE. NB: 'Covid data' is not completely reliable.

Cost: £4,000

% of total PPG:6

One aspect of Pupil Premium allocation- 3

Objective: Maths- To provide additional support, closely focussed upon the needs of disadvantaged children, to enable them to make at least expected progress and/or meet Age Related Expectation.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Identify the needs of PP children to increase their rate of progress.

Class teachers to plan lessons which closely match the need of children and stimulate their interest.

Place a high level of value on maths and reward children for good levels of effort and/or progress in class and during Praise Assembly via awards.

Years 6, 4 and 2 to have 2 teachers, with a smaller group being taught separately each morning for Maths. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil.

Trained TAs will lead intervention for maths during the afternoon session for children.

Children in KS2 will have access to Times Tables Rock Stars to improve their basic skills in fun on-line challenges.

Year 6 children will have Maths Club, once per week, led by teachers.

Revision materials will be purchased by school for children to use in booster sessions and at home.

Impact: Disruption to learning, despite our best efforts with remote and key worker learning, has impacted attainment.

- During the Autumn term 2020, following the first lockdown, staff concentrated on a recovery curriculum to improve progress in maths.
- The school bought into an online learning platform, DB Primary, to facilitate remote education for times when children were unable to attend. Staff set appropriate work, marked and commented upon it and communicated with children via this facility.
- CGP Educational Books were delivered to the home of each child to support home learning.
- Times Tables Rock Stars was available to each KS2 child to use from home.
- 100 plus key worker children attended school, accessing a high level of support as groups were smaller than usual class size.
- Maths – trend is generally improving with more children at ARE and more children above ARE. NB: 'Covid data' is not completely reliable.

Cost:£20,000

% of total PPG:30

One aspect of Pupil Premium allocation- 4

Objective: To increase the number of disadvantaged children achieving greater depth at the end of KS1/high scores at the end of KS2.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Recognition that these children need additional challenge.

Additional challenge to be provided. Class teachers to plan stimulating activities to spark interest and stretch children appropriately. This may be in class-led by teacher or TA, or during intervention time, led by specialist teachers or TAs.

Y6, Y4 and Y2 have 2 teachers, with a smaller group being taught separately each morning for English and Maths. This will lower the staff- pupil ratio in both groups and allow teachers to dedicate more time to each pupil. This will enable more children to access support to reach high scores.

Impact: Disruption to learning, despite our best efforts with remote and key worker learning, has impacted attainment.

- During the Autumn term 2020, following the first lockdown, staff concentrated on a recovery curriculum to improve progress in reading and writing.
- The school bought into an online learning platform, DB Primary, to facilitate remote education for times when children were unable to attend. Staff set appropriate work, marked and commented upon it and communicated with children via this facility.
- CGP Educational Books were delivered to the home of each child to support home learning.
- Accelerated Reader was available to each child to use from home.
- Staff held Zoom calls so the class could meet virtually.
- 100 plus key worker children attended school, accessing a high level of support as groups were smaller than usual class size.
- As no formal 'end of year' assessments took place, the impact is difficult to judge.
- End of KS1- 30% of children were judged to be above ARE in Reading and Maths. 0% of children were judged to be above ARE in writing. NB: 'Covid data' is not completely reliable.

Cost:£3,000

% of total PPG:5

One aspect of Pupil Premium allocation- 5

Objective: Speech and Language- To support children to develop their speech and language skills to be age appropriate

Targeted pupils: Disadvantaged children in all classes who need this support.

Provision:

The school engages a trained Speech and Language therapist to assess children and to provide school with a programme to support each child. The programmes are followed by school staff. The therapist then returns termly to assess progress and set new targets and provide new programmes.

To provide a language rich environment where children are listened to and encouraged to develop their speech and language skills.

To model correctly spoken English.

Impact: Disruption to learning, despite our best efforts with remote and key worker learning, has impacted attainment.

Planned visits by the Speech and Language therapist engaged by the school did not always take place and follow up work was similarly disrupted. It is difficult for staff to judge if the children have made progress because of this.

Cost:£4,000

% of total PPG: 6

One aspect of Pupil Premium allocation- 6

Objective: Chaplain led Support and Intervention.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Much of this support is provided by the school chaplain who works with children who may experience bereavement, family upset, changes in family circumstances or personal difficulties. The chaplain supports these children on a needs basis, providing them with emotional support, offering time and a safe and confidential place to explore their feelings. Children may see her regularly or just now and again. The chaplain acts as a "go to" person and children know they can approach her at any time with any issue. The chaplain is in close contact with the parents of these children and often offers emotional and practical support to them also.

Other difficulties children may experience may lead to a referral to Educational Psychiatry/EWEL Team.

Children may also access Drawing and Talking therapy sessions provided by trained school staff, including the school chaplain.

Impact: Disruption to learning, despite our best efforts with remote learning, has impacted attainment.

- The pandemic has had a far-reaching impact upon children, making them anxious, more needy and some have experienced loss.
- Class teachers have used mindfulness activities and PSHE to help.
- A HLTA has trained as a Thrive practitioner and has started to support children.
- Staff have trained in Anxiety and Metacognition.
- Links to mindfulness were posted on the school Facebook page.
- It is difficult to quantify the impact this has had on children as it is not an area which is easily measurable. Children have accessed support daily from class teachers/TAs and this will be ongoing.

Cost:£10,000

% of total PPG: 16

One aspect of Pupil Premium allocation- 7

Objective: To provide a range of experiences for children.
To provide access to enrichment activities for disadvantaged children.
To raise self- confidence and self-esteem.

Targeted pupils: Disadvantaged children in all year groups access this type of support as and when it is appropriate to do so.

Provision:

Disadvantaged children may access, free of charge/reduced charge:

Breakfast Club

After school clubs

Specialist music tuition

Educational visits

Residential trips

Enrichment activities- visiting theatre groups and authors.

School uniform discount

Outcomes to date: Disruption to learning, despite our best efforts with remote learning, has impacted attainment.

- It was difficult to provide enrichment activities due to the disrupted access to school experienced by children.
- Breakfast club was still provided (in classrooms, to maintain bubbles).
- Free school meal vouchers were put in place quickly to ensure they could be accessed by those eligible.
- Activity packs (e.g. Chinese New Year) were made available for children who were home schooling.
- The school Facebook page posted links to activities, learning opportunities, videos, fun things to do in and around the home.
- Class Zoom meetings allowed children to see their friends and hear their news.
- 100 plus key worker children attended school, accessing enrichment activities in class.

Cost:£4,000

% of total PPG:6

One aspect of Pupil Premium allocation – 8

Objective: To increase the percentage of disadvantaged children achieving the Good Level of Development at the end of EYFS.	
Targeted pupils: Disadvantaged children in EYFS to access this type of support as and when it is appropriate to do so.	
Provision: EYFS lead to ensure the provision in the setting is conducive to disadvantaged pupils achieving well. Curriculum to be child led to reflect the interests of the pupils and so promote engagement.	
Impact: Disruption to learning, despite our best efforts with remote learning, has impacted attainment. <ul style="list-style-type: none"> • Provision in the EYFS setting had to be amended to meet the needs of the cohort as and when they attended. • Language and Communication were noted to be poor and were targeted by staff. • Meaningful Interactions were also lacking and so staff needed to model these during their interactions with children. • No formal measure of GLD took place. 	
Cost:£1,000	% of total PPG: 2

One aspect of Pupil Premium allocation- 9	
Objective: To maintain good levels of attendance from disadvantaged pupils in all year groups.	
Targeted pupils: Disadvantaged children in all year groups	
Provision: All lateness is recorded and entered onto SIMs. Spreadsheet kept to monitor lateness.	

Parents are contacted by class teachers if lateness is frequent.

HT to have attendance records each week and to telephone parents/send a letter if lateness is becoming an issue.

Breakfast club offered for free to help get children into school on time and ensure they eat well and are ready to learn.

Support offered to parents/carers who are having difficulties getting children to school on time.

Impact: Disruption to learning, despite our best efforts with remote learning, has impacted attainment.

- 100 plus keyworker children attended school during lockdown.
- Attendance remained high, with most children attending for at least 95% of the time.
- This is difficult to consider a true measure due to children being unable to access school at times.

Cost:£350

% of total PPG: 0.5