

Pupil premium strategy statement (primary)

1. Summary information					
School	Annecy Catholic Primary School				
Academic Year	2019/2020	Total PP budget Premium Plus Grant (ex LAC)	£56,420 £5,600 £62,020	Date of most recent PP Review	September 2019
Total number of pupils	152	Number of pupils eligible for PP	41	Date for next internal review of this strategy	September 2021

2. Current attainment		
Results of Statutory Assessments – Summer 2019	<i>Pupils eligible for PP (Annecy Catholic Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>
Percentage of pupils achieving a good level of development (GLD) at the end of Early Years Foundation Stage	67% (4 out of 6)	75%
Percentage of Year 1 pupils achieving the expected standard in the phonics screening check	50% (2 out of 4)	84.3%
Percentage of pupils achieving the expected standard in the phonics screening check by the end of Year 2	67% (2 out of 3) 1 child dis-applied	93%

Key Stage 1	Pupils achieving the expected standard in reading	67% (2 out of 3)	78.3%
	Pupils achieving the expected standard in writing	67% (2 out of 3)	73%
	Pupils achieving the expected standard in mathematics	67% (2 out of 3)	79.1%
Key Stage 2	Pupils achieving the expected standard in reading	50% (6 out of 12)	78%
	Pupils achieving the expected standard in writing	50% (6 out of 12)	83.2%
	Pupils achieving the expected standard in mathematics	50% (6 out of 12)	83.6%

	Pupils achieving the expected standard in reading, writing, and mathematics	50% (6 out of 12)	70.8%
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KS2	Average progress score for disadvantaged pupils in reading	1.6	0.3
	Average progress score for disadvantaged pupils in writing	0.7	0.2
	Average progress score for disadvantaged pupils in mathematics	-1.1	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Poor academic attainment and progress (Writing, Math, Reading, Phonics, Spelling etc)
B.	Speech, language and comprehension skills – a number of pupil premium pupils require extra support from Reception through to Year 6
C.	Social and emotional wellbeing

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance below national average -Whole school 2018/2019 – 96% 2019/2020 target 97% Pupil premium 2018/2019 – 94% 2019/2020 target 97%
E.	Holistic approach – Pupil premium pupils access to extra-curricular activities, including: residential trips, schools trips, after-school clubs etc., is often limited due to financial reasons and lack of disposable income. This can have a detrimental effect on their: physical, social and emotional well-being, their development of soft skills as well as attendance and behaviour.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium pupils will close the attainment gap between themselves and non-pupil premium pupils. Rapid progress will be seen to ensure all pupil premium pupils are supported to meet age related expectations	GLD in EYFS, SATs results in Y2 and Y6 show narrowing gaps between PP pupils and non-PP pupils at national, county and school levels. Gaps decrease in Y1, Y3, Y4 and Y5 between pupil premium pupils and non-pupil premium pupils.

B.	Improved speech, language and comprehension skills across the school	Pupil premium pupils make rapid progress by the end of the year so that all PP pupils have a greater chance of meeting age related expectations for their year group. Pupils eligible for PP in Year 1 make rapid progress and by the end of the year a greater % of PP pupils pass the phonics test. Year 2 PP pupils make rapid progress and by the end of the year the gap between PP pupils and non-PP pupils meeting age related expectations narrows – all those PP pupils who did not pass the phonics screening check will be supported to pass the resit.
C.	Vulnerable pupils are assessed and their needs supported through targeted intervention.	Fewer behaviour incidents recorded for PP pupils across the school. Parents and pupils have a positive view of behaviour at school. Engagement in lessons will have a positive impact on attainment and progress
D.	Attendance percentage gap between pupil premium pupils and non-pp pupils to disappear or diminish. Measured using 3BM reporting through SIMS	Pupil premium pupil attendance is in 97% and the difference between PP and non-PP has diminished. Improved attendance leads to improved attainment and progress.
E.	Pupil premium pupils have access to funding that allows them to participate in extra-curricular activities including those mentioned above. Pupil premium pupils have improved physical and mental wellbeing with no exclusions and improved attendance.	Pupil premium pupils are encouraged to participate in extra-curricular activities. Pupil premium pupils' physical, social and mental wellbeing are supported.

5. Planned expenditure

Academic year

2019/2020 - £62,020

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?
Pupil premium pupils will close the attainment gap between themselves and non-pupil premium pupils. Rapid progress will be seen to ensure all pupil premium pupils are supported to meet age related expectations	Quality first teaching – Mastery curriculum – support teaching, learning and assessment in Maths and Writing Quality feedback and dialogue	As a school we want to invest some of our funding in long term, sustainable change, which will help all of our pupils. We want our staff to aspire for all pupils to reach age related expectations, and for them to have the subject knowledge and skills to ensure that these changes become embedded in their practice. We want to narrow/close the gaps between pupil premium pupils and non-pupil premium pupils. Education endowment foundation (EEF) shows moderate impact for very low cost, based on moderate evidence. Impact is measured as +5 months. Feedback EEF = +8 months	Use identified external CPD courses, phase meetings and in school CPD meetings for training and reflection. Peer observations of good practice. Subject leader observations and learning walks to monitor progress and impact. Monitoring of support staff working with PP pupils and progress and attainment of the pupils. External CPD: 5 days x CPD Forest School 3 days x CPD – Inside Out 2 days x CPD – RWI 2 days x CPD Thrive Supply cover 12 days	Maths Lead, English lead	Monitoring and evaluation of teaching, learning and assessment. Internal and external moderation. Triangulation of data from books, learning walks, lesson observations etc. ½ termly review.
Improved speech, language and comprehension skills across the school	Staff training on phonics and reading from EYFS through to Year 6. Small group provision for pupils with speech and language difficulties.	We want all staff to aspire for all children to reach Phase 5 phonics and for them to have the subject knowledge and skills to ensure that this becomes embedded in their practice. We want to narrow/close the gaps between pupil premium pupils and non-pupil premium pupils. Oral Language interventions EEF = +5months Phonics EEF = +4 months Reading comprehension strategies EEF = +6months Early Years intervention EEF = +5 months	Use identified external CPD courses, phase meetings and in school CPD meetings for training and reflection. Peer observations of good practice. Subject leader observations and learning walks to monitor progress and impact. Monitoring of support staff working with PP pupils and progress and attainment of the pupils. Baseline assessments EYFS – early interventions put in place Junior Language Link licence purchased Supply cover for TAs working with CITES on Speech and Language	EYFS lead, Phonics Lead, English lead	½ termly review

			Therapy programmes – to enable continuation of programme in- school		
Pupils identified as having social, emotional or mental health needs will receive appropriate support and intervention	The school will fund Thrive training and create a safe space for pupils to retreat to, should their emotional, mental health needs require it. Resources will be purchased to support the delivery of the above.	The Inclusion Manager, teachers, pupils and parents report that this benefits the pupils' overall wellbeing in providing the pupils with additional social and emotional support resulting in the pupils being better equipped to learn and engage with their peers. Behaviour interventions EEF = +3months Metacognition and self-regulation EEF = +7months	The Inclusion Manager will monitor the impact of the interventions. Additionally, the Inclusion Manager/Thrive practitioner will provide advice and feedback for the teachers to support them in meeting parents and other outside agencies through the completion of Assess, Plan, Do and Review cycles. Thrive approach disseminated to all staff to allow them to gain a better understanding of how to support pupils. Inside Out training for all staff Forest School training for key members of staff Thrive licence and training for Practitioner	Inclusion Manager and Thrive Practitioner	On-going review. Pupil progress meetings – ½ termly.
Total budgeted cost					£10,150
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?
Pupil premium pupils will close the attainment gap between themselves and non-pupil premium pupils. Rapid progress will be seen to ensure all pupil premium pupils are supported to meet age related expectations	TAs employed to support pupils. Small group provision with some 1:1 provision when needed.	We want to narrow/close the gap between pupil premium pupils and non-pupil premium pupils. The school aim to provide extra support to improve attainment and progress. Small groups and extra support have been shown to be effective EEF = +4 months	Engage with pupils and parents to discuss extra support and the rationale behind it. Organise timetables for extra staff to work with identified pupils. Monitor impact. Inclusion Manager to model best practice and manage TA interventions (1 day per week time allocated)	Inclusion Manager	½ termly – pupil progress meetings Ongoing depending on the intervention and needs of the pupil

Improved speech, language and comprehension skills across the school	TAs employed to support pupils. Small group provision with some 1:1 provision when needed.	We want to narrow/close the gaps between pupil premium pupils and non-pupil premium pupils. Early oral language interventions are shown to be effective as per research provided by Education Endowment Foundation (EEF) +5 months	Peer observations of good practice. EYFS and subject leader to support planning and undertake observations and learning walk to monitor progress and impact.	EYFS lead, Phonics Lead and English Lead	½ termly
Pupils identified as having social, emotional or mental health needs will receive appropriate support and intervention	The school will fund Thrive training and create a safe space for pupils to retreat to, should their emotional, mental health needs require it. Resources will be	The Inclusion Manager, teachers, pupils and parents report that this benefits the pupils' overall wellbeing in providing the pupils with additional social and emotional support resulting in the pupils being better equipped to learn and engage with their peers.	The Inclusion Manager will monitor the impact of the interventions. Additionally the Inclusion Manager/Thrive practitioner will provide advice and feedback for the teachers to support them in meeting parents and other outside agencies. Thrive approach disseminated to all Inside Out whole school approach interwoven through Thrive	Inclusion Manager and Thrive Practitioner	On-going review. Pupil progress meetings – ½ termly.
Total budgeted cost					£43,920
iii. 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?
Attendance percentage gap between pupil premium pupils and non pp pupils to disappear or diminish. Measured using 3BM reporting through SIMS	The school will allocate time for the school secretary to contact and update school systems in regards to attendance and punctuality. Meetings will be held with parents. Additional support/plans in place for poor attenders according to need e.g. nurture, meet and settle, positive reinforcement	In order to narrow/close gaps between pupil premium pupils and non-pupil premium pupils the pupils need to attend well. Raising attainment of PP pupils is a key target for the school. We want to work in partnership with parents in ensuring that pupils attend well and are ready to learn. EEF Toolkit = +3 months NfER briefing for school leaders identifies addressing attendance as a key step.	Inclusion Manager/Head of School to monitor and analyse attendance and follow up immediately with parents. School will seek advice/work with outside agencies who may be involved with families of poor attenders – e.g. ESBAS	Inclusion Manager Head of School	Weekly – attendance ½ termly analysis

<p>Pupil premium pupils have access to funding that allows them to participate in extracurricular activities including those mentioned above.</p> <p>Pupil premium pupils have improved physical and mental wellbeing with no exclusions and improved attendance.</p> <p>Pupil Premium pupils will have a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life</p>	<p>Funding for PP pupils made available for: Residential trips, day trips, after-school clubs and breakfast club.</p> <p>Specific area in Forest School to be developed to reduce anxieties, meeting individual needs for practical activities helping to improve attendance and eliminating the need for exclusions</p>	<p>Many of our pupils come from families with limited funding available for extracurricular activities, inc. residential trips. This has a detrimental impact on the pupils' social and emotional wellbeing and can limit them in comparison to their peers.</p> <p>We want to encourage our pupils to become active members of the wider community. (EEF+ 2 months)</p> <p>Outdoor adventure learning EEF +4 months moderate impact for moderate cost</p>	<p>Parents of pupils entitled to pupil premium are informed of available funding.</p> <p>Staff will raise any pupils who they feel may not be accessing provision due to possible financial restraints.</p> <p>Feedback from staff regarding pupils' wellbeing who attend extra-curricular activities.</p> <p>Pupil voice – helping to ascertain what helps to reduce anxieties about school and learning</p> <p>Supplementary funding for Big Band participation Supplementary funding for Rock Steady participation Supplementary funding for Trips and Residential</p>	<p>Teachers SLT</p>	<p>On-going</p>
Total budgeted cost					£7,950

6. Review of expenditure				
Previous Academic Year		2018/2019 - £51480		
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
Pupil premium pupils will close the attainment gap between themselves and non-pupil premium pupils. Rapid progress will be seen to ensure all pupil premium pupils are supported to meet age related expectations	Quality first teaching Quality feedback and dialogue	<p>Read, Write, Inc., CPD for staff shown to have a positive impact for Pupil Premium Pupils. Significant gaps were closed in attainment for PP pupils in Reading and Writing in KS1 and against non-PP national levels.</p> <p>GLD in EYFS – school's performance within one pupil of national comparator</p> <p>Y1 Phonics Screening 2019 – 50% improvement in the narrowing of gaps between PP Pupils and National levels compared to 2018</p> <p>Y2 Phonics Screening 2019 - 100% for PP Pupils (1 child dis-applied)</p> <p>SATs results Y2 – showed narrowing of gaps between PP pupils and non-PP national levels</p> <p>SATs results in Y6 – showed out of the 12 PP pupils 50% achieved expectations. Lower than national levels for non-PP. High proportion of PP Pupils came into Y6 mid-year.</p> <p>Across the school 71% of Pupil Premium Pupils made expected at/above progress from baseline in Reading compared to 91% non-pupil premium.</p> <p>Pupil Premium pupils performed particularly well in Year 1, 4 and 6 – progress Y1 100% made at/above progress from baseline in Reading compared to 91% non-pp Y4 75% compared to 86% non-pp Y6 86% compared to 100% non-pp</p> <p>Reading interventions in Year 5 were not as successful with only 40% PP compared to 94% non-pp making expected progress from baseline</p>	<p>CPD is vital for developing the quality of teaching, learning and assessment. Annecy need to work on staff retention to ensure that expertise stays within the school. Good quality CPD planned for Power Maths, Spirals of Enquiry and Inside Out with a focus on attitudes to learning</p> <p>New teacher to EYFS to have RWI training prior to starting</p> <p>RWI to continue in EYFS and Year 1. Targeted support for PP children across the school through interventions RWI Lead Teacher monitoring progress</p> <p>Whole staff training in Power Maths – focusing on Mastery approach and closing gaps for PP Pupils. Head Teacher monitoring impact</p>	£9,150

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
Pupil premium pupils will close the attainment gap between themselves and non-pupil premium pupils. Rapid progress will be seen to ensure all pupil premium pupils are supported to meet age related expectations	TAs employed to support pupils. Small group provision with some 1:1 provision when needed.	<p>Targeted Read, Write, Inc., interventions for Pupil Premium pupils showed them making good progress from baseline beginning to close the attainment gap with non-Pupil Premium pupils.</p> <p>Across the school 71% of Pupil Premium Pupils made expected at/above progress from baseline in Reading compared to 91% non-pupil premium.</p> <p>Pupil Premium pupils performed particularly well in Year 1, 4 and 6 – Reading progress from baseline assessments Y1 100% compared to 91% non-pp Y4 75% compared to 86% non-pp Y6 86% compared to 100% non-pp</p>	<p>Analysis of data and measuring of impact has shown:</p> <p>RWI interventions should continue but a greater focus needs to be placed on letter formation and applying phonics in writing. Reading comprehension needs to develop at a faster pace.</p> <p>To continue structured monitoring and analysis of intervention, essential for measuring impact of interventions – Anney will continue to use this method of support to carry out rigorous and robust quality assurance.</p> <p>Best practice in Reading interventions to be shared amongst Teaching Assistants.</p> <p>Maths and Writing interventions proved to be less successful</p>	£31628.95
		RWI Phonics Intervention – June 2019 –84% of Year 1 passed the Phonics Screening check	RWI Phonics intervention proved to be highly successful. More work needs to be done to support Quality First Teaching across EYFS and Year 1 ensuring children have sufficient reading and writing opportunities that prepare them for Year 2	
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>Pupil premium pupils have access to funding that allows them to participate in extracurricular activities including those mentioned above. Pupil premium pupils have improved physical and mental wellbeing with no exclusions and improved attendance.</p>	<p>Funding for PP pupils made available for: residential trips, day trips, after-school clubs and breakfast club</p>	<p>Pupil premium pupils were able to access a broad and balanced curriculum as a result of this spending. However, exclusions and attendance did not show a significant improvement.</p> <p>Pupil Premium pupils were given opportunities to participate in Rock Steady – with cost supplemented</p>	<p>More work needs to be done to engage with parents and families of our pupil premium pupils. Pupil voice needs to continue to be used to ensure that future spending is used more strategically and is effective. Early identification of, and support for, pupils with emotional and mental health issues needs to continue</p> <p>Further projects to be introduced to support mental well-being including: Big Band/Forest Schools Pupil voice needs to continue to be used to ensure that future spending is used more strategically and is effective.</p>	<p>£10701.05</p>
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