



Anney Catholic Primary School
Pupil Premium Action Plan
2021 – 2022

Detail	Data
School name	Annecy Catholic Primary School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (due to changing demographic we will review this plan after 1 year)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Gallagher, Headteacher
Pupil premium lead	Lauren Johnson, Assistant Headteacher
Governor lead	Sue Homer, lead for disadvantaged pupils

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Outline of purpose of funding:

Our purpose in allocating the Pupil Premium Grant is to narrow the gap between children who are disadvantaged, including those who qualify for Free School Meals, or children who are 'looked after'.

In spending the Pupil Premium, we have 2 main objectives:

- to narrow the gap between all pupils eligible for the Pupil Premium Grant, including the more able achievers, by improving the percentage of pupils in each year group who make at least expected progress.
- to enrich the curriculum through a range of extra-curricular activities and enhance the social, emotional and cultural development of our children.

Guiding principles:

- Pupil Premium funding is spent on Pupil Premium eligible children.
- Our policy is shared with parents and is available online.
- All pupils in the Pupil Premium group must be considered for support to raise attainment or other factors which could lay the foundation for future learning.
- Consistent high-quality support is monitored by the school, avoiding wastage of precious financial resources.
- Activities are evaluated for impact by the school on a regular basis.
- Focussed feedback is given to pupils, showing a clear way to improve further.
- Our Pupil Premium Co-ordinator has a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils.
- All our staff are aware of pupils receiving the Pupil Premium and how funding is being spent.
- We track the attainment and progress of each Pupil Premium child on a termly basis.
- There are a range of strategies available and each child is considered for each strategy.
- A Governor is responsible for feeding back to the full Governing Body about the implementation of the Pupil Premium programme.

Responsibility and actions:

- Governing Body: Our Pupil Premium Governor reports to the Governing Body.
- Pupils: Evaluation discussions/viewpoint questionnaires are set as appropriate.
- Parents: Parents informed of progress via Parent Teacher meetings and through the end of year reports.
- Staff: Pupil Premium children are discussed during Pupil Progress Meetings and performance management reviews.

How the funding impacts on the provision for learning:

- Employing a dedicated Learning Co-ordinator to help co-ordinate the provision and to teach individual children and small groups from all classes in school.
- The employment of Educational Psychologist, Speech and Language Therapist, Thrive Practitioner.
- Providing additional tutoring for targeted children either in groups or on a 1 – 1 basis.
- Providing individual 1 – 1 support for vulnerable individuals where appropriate
- Funding children's participation in extra-curricular opportunities, in our school and beyond.
- Helping children to pay for school trips and residential experiences.
- Purchasing teaching and learning resources (including software products and online tools).
- Providing activities and experiences to enrich and extend children's learning.
- Providing additional tools and resources for individuals to access the curriculum.
- Developing and encouraging curriculum enrichment including music lessons, attendance at clubs run outside the school day

Review of 2020/2021 Action Plan for Pupil Premium provision

Action Plan for Pupil Premium provision 2020/2021

Academic Year	Amount of Pupil Premium Funding
2020 - 2021	£63,360

Total Pupils on roll EYFS to Year 6: 166 children

School context

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
48	21	27	48	0	0	0

Action Plan for use of Pupil Premium 2020 - 2021

Desired Outcome	Action: Pupil Premium used for...	Amount allocated (£)	Targeted Group(s)	Intended Outcomes How the actions impact on achievement	Monitored by	Impact
B	Thrive, Big Band and Rock Steady therapy support for most vulnerable children	£10,718.28	Selected vulnerable pupils from across the school	Increased in self-esteem and improved well-being enabling children to be able to access the curriculum back in the classroom	Inclusion team Leader, SLT	Pupil voice shows high engagement in enrichment activities. Teachers reported children feeling more confident upon return from activities. Improved attendance as a result of enrichment activities

D	Attendance support for pupils & families – led by Inclusion Manager and ESBAS	£6,768.38	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on Persistent Absentees.	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for	Inclusion team Leader, SLT	5% drop in persistent absence. 2% improvement in attendance – now in line with national figures 96.53% attendance
E F G	Class based TA support for English and maths	£40,090.83	Whole School	Small group in class support to support children in making at least expected progress and work towards achieving expected standard – also support for PP HPAG to ensure challenge and opportunities to achieve GDS	SLT Governors - Standards committee	Year 6 outcomes in Reading was 3% higher than FFT5 prediction. Pupils who attended maths intervention were in line to make accelerated progress.
H	Subsidising educational trips, visitors, extra-curricular clubs and peripatetic music lessons	£2,500	Targeted PP children across school	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved	SLT Governors Standards Committee	Pupils have a greater sense of the world around them and the activities available to them within their local community. Pupils that would not normally be able to participate in different activities were able to access them. Football club had over 60 pupils attending (36% of school population)
B D E	Training for staff to support SEMH in vulnerable pupils	£1,740	Targeted PP and vulnerable children	Raising self-esteem and engagement in lessons.	SLT	Reduction in behaviour incidents for pupils falling under SEMH. However, more resources need to be allocated to support these pupils further.
C	Reading resources including Speech Link programme	£1,542	Targeted PP children across school	Engage and inspire previously low attaining groups to read and understand to work towards expected standard in reading comprehension.	SLT	Early identification and intervention for pupils highlighted on Speech Link – a number of referrals to CiTES for additional, targeted support.
Total spend:		£63,359.49				

Action Plan for Pupil Premium provision 2021/2022

Main internal and external barriers:

- Vulnerable families and pupils with emotional and social needs
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking & reading skills)
- Low prior academic attainment

Desired outcomes to diminish the difference between Pupil Premium funded pupils and 'Other' pupils

- A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- B. Continue to support families and pupils' social, emotional and health needs through Inclusion Team and Thrive
- C. Continue to support pupils and families with delayed language and vocabulary skills
- D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- E. PP pupils make rapid progress to catch up to their peers
- F. More Able PP pupils 'on track' to exceed Expected Standard
- G. Increase vocabulary, reading and phonics achievement in EYFS & KS1
- H. Improve school readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips.

Action Plan for Pupil Premium provision 2020/2021

Academic Year	Amount of Pupil Premium Funding
2021 - 2022	£60525 (45 pupils = £1345 per pupil)
	Recovery Premium Allocation
	£6960 (48 pupils = £145 per pupil)

Total Pupils on roll EYFS to Year 6: 166 children

School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
51	20	29	45	2	0	2

Action Plan for use of Pupil Premium 2021 - 2022

Desired Outcome	Action: Pupil Premium used for...	Amount allocated (£)	Targeted Group(s)	Intended Outcomes How the actions impact on achievement	Monitored by	Impact
B	Thrive therapy support for most vulnerable children.	£5000	Selected vulnerable pupils from across the school	Increased in self-esteem and improved well-being enabling children to be able to access the curriculum.	Inclusion team Leader, SLT Thrive Practitioner	
D	Attendance support for pupils & families – led by Inclusion Manager and ESBAS.	£6800	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on Persistent Absentees.	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for	Inclusion team Leader, SLT	
E F G	Class based TA support for English and maths including phonics	£45831.24	Whole School	Small group in class support to support children in making at least expected progress and work towards achieving expected standard – also support for PP Who are high prior attainers to ensure challenge and opportunities to achieve greater depth.	SLT Learning Coordinator Governors - Standards committee	

C, E, F, G	New Learning coordinator role to measure impact of intervention groups for targeted children and to support the early identification of needs and to support TAs in delivering high quality support.	£19234.80	Targeted PP children across school	Small groups out of class to support gaps in learning. Management of intervention groups to ensure impact for all children. Sensory circuit provision for our most vulnerable children who need a good start to the day.	SLT Learning coordinator	
H	Subsidising educational trips, visitors, extra-curricular clubs and peripatetic music lessons. Purchase uniform for parents that are struggling financially.	£3000	Targeted PP children across school	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved	SLT Governors Standards Committee	
B D E	Training for staff to support SEMH in vulnerable pupils using the Empowerment Approach.	£2000	Targeted PP and vulnerable children	Raising self-esteem and engagement in lessons. Supporting and understanding children's needs by identifying behaviour patterns.	SLT Learning coordinator	
C	Reading resources including Speech Link programme	£500	Targeted PP children across school	Engage and inspire previously low attaining groups to read and understand to work towards expected standard in reading comprehension.	SLT Learning Coordinator	
B	Pastoral support for pupils with SEMH needs, who require additional adult support to access learning	£12570	PP children with SEMH needs (Year 3)	Enable these pupils to access the curriculum so that they can make accelerated progress.	SLT Inclusion Coordinator	
	Total spend:	£73681.24				

The above use strategies from the Education Endowment Foundation’s Teaching and Learning Toolkit to inform our decision making:

Type	Evidence strength	Impact
Arts participation	3 out of 5	+3 months
Behaviour interventions (Empowerment Approach)	2 out of 5	+4 months
Mastery Learning (Maths – Power Maths)	2 out of 5	+5 months
Oral language intervention – dialogic talk and pre-teaching specific vocabulary	4 out of 5	+6 months
Phonics -Read, Write Inc.	5 out of 5	+5 months
Physical activity	3 out of 5	+1 month
Reading comprehension strategies – one to one and small group activities with a TA/ Learning coordinator	4 out of 5	+6 months
Small group tuition	3 out of 5	+4 months
Social and emotional learning – Empowerment Approach	1 out of 5	+4 months
Teaching Assistant Interventions	3 out of 5	+4 months