

As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of Spring Term assessments.

Pupil Premium Report and Strategy Statement

In St Ann's Well Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20					
Academy	St Ann's Well Academy				
Pupil Premium Leader	Emily Ashdown				
Academic Year	2020-2021	Total PP budget	£169,260	Date of most recent PP Review	July 2020



Total number of pupils	203	Number of pupils eligible for PP	120	Date for next internal review of this strategy	September 2020
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Pupil Premium Report Academic Year 2019-20 End of Summer Term

Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps														
R	12 40%	Funding included below – TA provision am and pm.	<p>Aim and Success Criteria Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year. Secure attainment in maths, reading and writing at national average.</p> <p>Percentage of pupils achieving GLD 70%. Percentage of pupils achieving exceeding GLD 6%.</p> <p>Impact Reading – 70% attaining 40-60 developing or above Writing – 63% attaining 40-60 developing or above Maths – 67% attaining 40-60 developing or above</p> <p>As of March 2020, 63% of the pupils were on track to reach GLD.</p> <p>Free School Meals comparison On or above expected trend line</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>FSM</th> <th>nFSM</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Communication and Language</td> <td>Listening and Attention</td> <td>75</td> <td>72.2</td> </tr> <tr> <td>Understanding</td> <td>66.7</td> <td>66.7</td> </tr> <tr> <td>Speaking</td> <td>66.7</td> <td>55.6</td> </tr> </tbody> </table>			FSM	nFSM	Communication and Language	Listening and Attention	75	72.2	Understanding	66.7	66.7	Speaking	66.7	55.6	<ul style="list-style-type: none"> Bring together prime areas for writing and reading of sentences Secure number knowledge and understanding numbers up to 20. Reinforce prime areas of learning where possible. Maintain and accelerate GLD Phase 2 phonics for catch up
		FSM	nFSM															
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1	10 33%	Funding included in 2019-2020 PP strategy – TA provision am and pm.	<p>Aim and Success Criteria</p> <p>Sustain % of children achieving expected at end of F2 in reading, writing and maths (R,W,M)</p> <p>Sustain or increased % of children achieving greater depth at end of Y1 in reading, writing and maths (R,W,M)</p> <p>Sustain or increase % of children passing phonics screening at end of Y1</p> <p>Percentage of pupils achieving ARE at the end of year 1 in reading, writing and maths 73%.</p> <p>Percentage of pupils achieving greater depth 10%.</p> <p>Percentage of pupils passing phonics screening 80%</p> <p>Impact</p> <p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show</p>	<p>Maintain % at ARE in reading, writing and maths</p> <p>Reading 77.8%; Writing 77.8%; Maths 88.9%</p> <p>Maintain GD attainment in reading 22.2%</p> <p>Increase % of children achieving greater depth in writing and maths to bring in line with non-PP children.</p>																																																



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			<p>that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds.</p> <p>There has not been a Phonic Screening Check for 2020 However early indications showed we were likely to attain a phonics screening percentage of between 67% and 73%</p> <p>Based on Teacher Assessments for end of Spring term 2020 pupils eligible for Pupil Premium have made good progress in all subject areas. Attainment for the Pupil Premium group in this year group is above non-Pupil Premium group in all subject areas.</p> <p>Evaluation of the strategy</p> <p>Attainment for the pupil premium group from Early Years Foundation Stage has been maintained for maths and exceeded for reading and writing. The Pupil Premium group are achieving as well as non-Pupil Premium group. Overall, the strategy in Year 1 has had a positive impact.</p> <p>ARE Reading 77.8% v 61.9% (9 v 21) Writing 77.8% v 57.1% Maths 88.9% v 61.9%</p> <p>GD Reading 22.2% v 19% Writing 11.1% v 19% Maths 11.1% v 14.3%</p> <p>Progress Reading 100%, 22% exceeding Writing 100%, 22% exceeding Maths 100%, 11% exceeding</p>	Percentage of pupils passing phonics screening 80%
2	11	Funding included in 2019-2020 PP strategy – TA provision am and pm.	<p>Aim and Success Criteria (Yr 1 cohort 2018 -19) Ensure SEND PP pupils continue to make good progress. Improve writing outcomes. Increase % of children attaining national outcomes in RWM at end of KS1 Increased % of children achieving greater depth at end of KS1 in RWM</p>	Target pupils for attaining GD for RWM Continue high quality provision for SEND pupils Increase ARE % for writing from 50% to 60%. Target Kai / Declan



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		<p>Percentage of pupils achieving ARE at the end of year 1 in reading, writing and maths 70 – 73% (combined). PP pupils – 55% at ARE in all subjects Percentage of pupils achieving greater depth 17% in reading, writing and maths.</p> <p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for end of Spring Term 2020 (Be mindful of School Closure due to COVID 19 from March 2020)</p> <p>Based on Teacher Assessments for end of Spring 2020 pupils eligible for Pupil Premium have made good progress in writing. In maths progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group.</p> <p>Evaluation of the strategy</p> <p>ARE Reading 60% v 78.9% Writing 50% v 73.7% (10 v 19 pupils) Maths 60% v 78.9%</p> <p>GD Reading 10% v 15.8% Writing 0% v 15.8% Maths 0% v 36.8%</p> <p>Progress R – 80% W – 90% M – 70%</p> <p>Of the 10 PP children, 6 are on the SEND register, thus impacting attainment. SEND PP pupils have made good progress. One PP pupil is undergoing a diagnosis for ADHD and also experienced the death of a close relative. Other PP SEND pupil suffered from behaviour spikes impacting the classroom. Attendance of 3 of these pupils was below 90%, only one of which for medical reasons. The level 3 teaching assistant was called up for Jury service during the spring term. 1 child = 10% for PP</p>	
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3	14	Funding included in 2019-2020 PP strategy – TA provision am and pm.	<p>Aim Increase the % of children achieving mastery in RWM by end of Y3. Increase the number of children mastering the curriculum in RWM therefore diminishing the difference and accelerating progress building on Y2 outcomes</p> <p>Success Criteria PP pupil Percentage of pupils at ARE in reading 80% Percentage of pupils at ARE in writing 80%</p> <p>Percentage of pupils at ARE in maths 80%</p> <p>Percentage of pupils achieving GD in reading, writing and maths – 21%</p> <p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for Spring term 2020 pupils eligible for Pupil Premium have made good progress in maths. In reading and writing progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is above non-Pupil Premium group for maths, in line for reading and below for writing.</p> <p>Evaluation of the strategy ARE Reading 68.8% v 69.2% Writing 62.5% v 69.2% Maths 75% v 69.2%</p> <p>GD Reading 12.5% v 15.4% (both 2 chn) Writing 6.3% v 15.4% (1 v 2 pupils) Maths 12.5% v 15.4 (both 2 chn)</p> <p>1 new child joined the year group who is EAL</p>	<p>Reading and writing ARE</p> <p>GD in writing</p> <p>Progress – target 2 lower ability pupils who require accelerated learning in reading and writing (1 just for reading)</p>
4	13	Funding included in 2019-2020	<p>Aim Ensure SEND PP pupils continue to make good progress. Improve GD % for PP – target 1 child</p>	<p>GD writing and maths</p> <p>ARE Maths</p>



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		PP strategy – TA provision am and pm.	<p>Improve AR % for PP – target 1 child</p> <p>Success Criteria PP pupil Percentage of pupils at ARE in reading 77% Percentage of pupils at ARE in writing 77% Percentage of pupils at ARE in maths 77% Percentage of pupils achieving GD in reading, writing and maths – 21%</p> <p>Impact In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for end of Spring Term 2020 pupils eligible for Pupil Premium have made good progress in reading and writing. In Maths progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is above non-Pupil Premium group for reading and writing and in line for maths.</p> <p>Evaluation of the strategy PP pupils are attaining in line or above non-PP pupils across all areas. All have made accelerated or expected progress in reading and writing. 1 child has made less than expected progress in maths. This child has been impacted by a house move to out of the area so was taking 2 buses to school and new baby sister during the year. Overall the strategy has impacted positively.</p> <p>Reading 82.4% v 69.2% GD – 29.4% Writing 76.5% v 69.2% GD 17.6% Maths 70.6% v 69.2% GD 17.6%</p>	
5	10	Funding included in 2019-2020 PP strategy – TA provision am and pm.	<p>Aims Maintain the percentage of children obtaining ARE. Increase the percentage of children obtaining national outcomes and GDS</p> <p>Quickly identify appropriate support for new pupils (5 spaces in year group)</p> <p>Success Criteria ARE in reading, writing and maths – 70%</p>	<p>Increase % at GD across all areas by targeting 1 or 2 children.</p> <p>Increase % at ARE in reading to be in line with writing and maths through targeted interventions.</p>



			<p>GD – 7%</p> <p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for end of Spring term 2020, pupils eligible for Pupil Premium have made good progress in all areas. In reading progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is above non-Pupil Premium group for age related expectations and below for greater depth.</p> <p>ARE Reading 66.7% v 58.8% (nPP) Writing 75% v 58.8% (nPP) Maths 75% v 58.8% (nPP)</p> <p>Greater Depth Reading 8.3% v 23.5% (nPP) Writing 0% v 5.9% (nPP) Maths 8.3% v 17.6%</p> <p>Evaluation of the strategy Part of the strategy has worked. Attained 70% ARE in writing and maths. Attained at least 7% greater depth in reading and maths.</p> <p>3 SEND pupils within PP group. This class of children has many social and emotional needs which impact on their ability to learn within the classroom and utilised time taken to rectify pupil disputes. Five new pupils, all have English as an additional language. All utilised the teaching assistant time each morning.</p>	<p>Maintain % at ARE in writing and maths</p> <p>Further embed the robust tracking and monitoring system that tracks KS1 progress including Pupil Premium groups.</p> <p>Continue to scrutinise progress data to identify any under achieving groups or individuals and the create bespoke interventions.</p> <p>Targeted boosting from September 2020. Clear interventions from data.</p>
6	22	<p>Funding included in 2019-2020 PP strategy – TA provision am and pm.</p>	<p>Aims Maintain attainment in reading and writing for PP pupils – 80%</p> <p>Success Criteria 80% of eligible Pupil Premium pupils to meet ARE and above Mathematics, Reading and Writing 20% GD</p>	



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			<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p> <p>Based on Teacher Assessments for Spring Term 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and mathematics. Attainment for the Pupil Premium group in this year group is above the non-Pupil Premium group.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>86.4</td> <td>42.9</td> <td>81.8</td> <td>33.3</td> <td>88.9</td> <td>61.9</td> <td>77.8</td> <td>11.1</td> </tr> <tr> <td>GD</td> <td>31.8</td> <td>28.6</td> <td>36.4</td> <td>16.7</td> <td>11.1</td> <td>14.3</td> <td>57.1</td> <td>19</td> </tr> <tr> <td>Progress from KS1</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>95</td> <td>100</td> <td></td> <td></td> </tr> </tbody> </table> <p>Evaluation of the strategy The strategy for eligible Pupil Premium pupils was effective for Reading, Writing and Maths in at least 80% meeting ARE and above.</p> <p>The use of rigorous and effective support strategies including 1 to 1 and 1 to 3 booster sessions incorporated the most vulnerable pupil premium pupils. Small groups intervention and target teaching by the teaching assistant / teacher allowed barriers to learning to be identified quickly and addressed swiftly. Clear gap analysis to address misconceptions within fortnightly mathematics tests allowed the teaching assistant and</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	86.4	42.9	81.8	33.3	88.9	61.9	77.8	11.1	GD	31.8	28.6	36.4	16.7	11.1	14.3	57.1	19	Progress from KS1	100	100	100	100	95	100		
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																															
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
EYFS KS1 and KS2 TAs	All pupils	£34,180 <ul style="list-style-type: none"> Pupil premium pupils make accelerated progress 	ARE Year 1 – PP outperform non PP in reading, writing maths and SPAG Year 2 – PP performs below that of nonPP in reading, writing, maths and SPAG	Maintain standards across all area sin Y1



To provide targeted teaching in all morning sessions.

to diminish the attainment gap where needed.
All pupil premium pupils make expected progress.

Year 3 – PP outperform or are equal to nPP in reading and maths. They are below in writing and SPaG
Year 4- PP outperform nPP in reading, writing, maths and SPaG
Year 5- PP outperform nPP in reading, writing, maths and SPaG
Year 6 – PP outperform nPP in reading, writing, maths and SPaG

GD
In years 1, 2,3, and 5 nPP pupils are outperforming PP pupils in reading, writing, SPaG and maths
In years 4 and 6 PP pupils outperform nPP pupils in all areas

PP vs non-PP ARE		PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
		(9)	(21)	(10)	(19)	(16)	(13)	(17)	(12)	(12)	(17)	(22)	(7)
Cohort:													
Reading		7 78%	13 62%	6 60%	15 79%	11 69%	9 69%	14 82%	8 67%	8 67%	10 59%	19 86%	3 43%
Writing		7 78%	12 57%	5 50%	14 74%	10 63%	9 69%	13 76%	8 67%	9 75%	10 59%	18 82%	2 29%
Maths		8 89%	13 62%	6 60%	15 79%	12 75%	9 69%	12 71%	8 67%	9 75%	10 59%	17 77%	2 29%
SPaG		7 78%	12 57%	5 50%	14 74%	9 56%	8 62%	13 76%	7 58%	9 75%	10 59%	18 82%	2 29%
Combined		7 78%	12 57%	5 50%	13 68%	10 63%	9 69%	12 71%	8 67%	8 67%	10 59%	16 73%	2 29%

PP vs non-PP Gr. Depth		PP	No PP	PP	No PP	PP	No PP						
		(9)	(21)	(10)	(19)	(16)	(13)	(17)	(12)	(12)	(17)	(22)	(7)
Cohort:													
Reading		2 22%	5 24%	1 10%	3 16%	2 13%	2 15%	5 29%	2 17%	1 8%	4 24%	7 32%	2 29%
Writing		1 11%	4 19%	-	3 16%	1 6%	2 15%	3 18%	1 8%	-	1 6%	8 36%	1 14%
Maths		1 11%	3 14%	-	7 37%	2 13%	2 15%	3 18%	-	1 8%	3 18%	8 36%	2 29%
SPaG		1 11%	4 19%	-	3 16%	2 13%	1 8%	4 24%	-	-	2 12%	10 45%	2 29%
Combined		1 11%	2 10%	-	3 16%	1 6%	1 8%	3 18%	-	-	1 6%	6 27%	1 14%

Expected / Above Expected Progress

PP Vs non-PP		PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
		(9)	(18)	(10)	(18)	(16)	(12)	(17)	(11)	(12)	(12)	(22)	(4)
Cohort:													
Reading		8 89%	16 89%	7 70%	17 94%	15 94%	12 100%	17 100%	11 100%	11 92%	12 100%	22 100%	4 100%

PP Vs non-PP		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		Writing	8 89%	15 83%	9 90%	15 83%	13 81%	12 100%	17 100%	11 100%	12 100%	12 100%	22 100%
Maths	9 100%	16 89%	7 70%	15 83%	14 88%	11 92%	17 100%	11 100%	12 100%	12 100%	20 91%	4 100%	
SPaG			9 90%	15 83%	11 69%	10 83%	16 94%	10 91%	12 100%	12 100%	22 100%	4 100%	
Combined	8 89%	15 83%	9 90%	14 78%	15 94%	12 100%	17 100%	11 100%	11 92%	12 100%	21 95%	4 100%	

Year 1
9 PP pupils, 5 are EAL
Reading – both groups were less than expected progress

Increase attainment in all areas for PP pupils in Year 2

Increase attainment in writing and SPaG for PP pupils in Y3

Maintain standards in all areas in Year 4
In year 5, increase attainment in writing for PP pupils.

In years 1, 2,3 and 5 increase the number PP pupils attaining greater depth in reading, writing, SPaG, maths.

Progress
Y1 – accelerate progress in reading and writing

Y2 – accelerate progress in maths and reading

Year 3 – accelerate progress in all areas, particularly SPaG

Year 4
Accelerate progress in SPaG

Year 5
Accelerate progress in reading



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			<p>Writing – both groups less than expected progress though PP did have more progress than nPP Maths – all PP pupils made expected progress, above nPP pupils</p> <p>Year 2 10 PP pupils, 6 of which are SEND Reading – PP pupils made less than expected progress, lower than nPP who also made less than expected progress Writing – PP pupils made less than expected progress but more than nPP Maths – Both groups made less than expected progress but PP made much less than nPP SPAG – PP pupils made less than expected progress, lower than nPP who also made less than expected progress</p> <p>Year 3 16 PP pupils, 1 SEND and 6 EAL Reading - PP made less than expected progress and less than the nPP group Writing – PP made less than expected progress and less than the nPP group Maths – PP made less than expected progress and less than the nPP group SPAG – PP made less than expected progress and less than the nPP group</p> <p>Year 4 Of the 17 PP pupils, 2 are SEND and 5 are EAL Reading / Writing / Maths – all PP pupils made expected progress SPAG – PP pupils made less than expected progress, marginally more than nPP</p> <p>Year 5 Of the 12 PP pupils, 5 are also SEND (2 with a diagnosis), 1 is EAL Reading – PP made less than expected progress Writing / maths and SPAG – all PP pupils made expected progress</p> <p>Year 6 Of the 22 PP pupils, 6 are EAL and 3 are SEND Reading / writing / SPAG – all pupils made expected progress Maths – PP pupils made less than expected progress compared to nPP pupils.</p>																									
Implementation of Let's Think Maths	All pupils	£4,000 To improve thinking skills.	<p>ARE</p> <table style="width: 100%; text-align: center;"> <tr> <td colspan="2">Y1</td> <td colspan="2">Y2</td> <td colspan="2">Y3</td> <td colspan="2">Y4</td> <td colspan="2">Y5</td> <td colspan="2">Y6</td> </tr> <tr> <td>PP</td><td>nPP</td> <td>PP</td><td>nPP</td> <td>PP</td><td>nPP</td> <td>PP</td><td>nPP</td> <td>PP</td><td>nPP</td> <td>PP</td><td>nPP</td> </tr> </table>	Y1		Y2		Y3		Y4		Y5		Y6		PP	nPP	Continue to embed Let's Think Maths philosophy within lessons to raise										
Y1		Y2		Y3		Y4		Y5		Y6																		
PP	nPP	PP	nPP	PP	nPP	PP	nPP	PP	nPP	PP	nPP																	



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		<p>Long term impact to improve the % of children achieving ARE and GD at the end of key stages. To give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	<table border="1"> <tr> <td>Maths</td> <td>8</td> <td>89%</td> <td>13</td> <td>62%</td> <td>6</td> <td>60%</td> <td>15</td> <td>79%</td> <td>12</td> <td>75%</td> <td>9</td> <td>69%</td> <td>12</td> <td>71%</td> <td>8</td> <td>67%</td> <td>9</td> <td>75%</td> <td>10</td> <td>59%</td> <td>17</td> <td>77%</td> <td>2</td> <td>29%</td> </tr> </table> <p>GD</p> <table border="1"> <tr> <td></td> <td colspan="2">Y1</td> <td colspan="2">Y2</td> <td colspan="2">Y3</td> <td colspan="2">Y4</td> <td colspan="2">Y5</td> <td colspan="2">Y6</td> </tr> <tr> <td></td> <td>PP</td> <td>nPP</td> <td>PP</td> <td>nPP</td> <td>PP</td> <td>nPP</td> <td>PP</td> <td>nPP</td> <td>PP</td> <td>nPP</td> <td>PP</td> <td>nPP</td> </tr> </table> <table border="1"> <tr> <td>Maths</td> <td>1</td> <td>11%</td> <td>3</td> <td>14%</td> <td>7</td> <td>37%</td> <td>2</td> <td>13%</td> <td>2</td> <td>15%</td> <td>3</td> <td>18%</td> <td>1</td> <td>8%</td> <td>3</td> <td>18%</td> <td>8</td> <td>36%</td> <td>2</td> <td>29%</td> </tr> </table> <p>PP pupils outperform nPP in Years 1, 3, 4, 5 and 6 at those attaining ARE and above With respect to greater depth, Year 4 and 6 outperform nPP pupils.</p>	Maths	8	89%	13	62%	6	60%	15	79%	12	75%	9	69%	12	71%	8	67%	9	75%	10	59%	17	77%	2	29%		Y1		Y2		Y3		Y4		Y5		Y6			PP	nPP	Maths	1	11%	3	14%	7	37%	2	13%	2	15%	3	18%	1	8%	3	18%	8	36%	2	29%	<p>attainment of pupils at greater depth and ARE.</p>										
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<p>Continue to raise attendance</p> <p>Employment of a family liaison worker (attendance officer).</p>	<p>Targeted families 9 – families.</p> <p>Whole school impact</p>	<p>£10,000</p> <p>Reduce the number of children eligible for pupil premium who are persistent absentees therefore diminishing the difference for statutory outcomes and whole school attendance is 96.5%</p>	<p>The following data does not have any adjustments made for 'exceptions' (medical, holidays or reduced timetable pupils) this data also does not include children that were absent due to Covid(19) symptoms or families that chose to self-isolate prior to school closure.</p> <p>PA for PP is 13.95% up from last year.</p> <p>Attendance for PP pupils is 94.3% compared to 94.1% national.</p> <p>When exceptions are applied, PA for PP is 8.14% down from the previous year at 8.75%</p> <p>When exceptions are applied, attendance for PP is 95.53% compared to 95.6% for the previous year and 94.1% nationally.</p> <p>Exceptions have included operations, some holidays and a part time timetable.</p>	<p>The school will continue to have a FSW. Their case load will be tightly focussed upon key families and children.</p>																																																																								
<p>Behaviour and pupil well-being</p> <p>Employment of a community support worker 2 afternoons per week.</p> <p>Deployment of Learning Mentor – social, emotional and behaviour intervention and monitoring.</p>	<p>18</p> <p>10</p>	<p>£8,500</p> <p>Reduce conduct behaviours that may impact and affect learning. Support practitioners in managing behaviour effectively therefore promoting positive and high expectations of behaviours</p> <p>Remove pupil barriers that impact on capacity and capability to learn.</p>	<p>A focus teaching assistant has worked with two pupils. They have completed social and emotional group work with these pupils, discussing reasons for choices, self-regulation, confidence, raising their self-esteem. Behaviour records have been maintained each week and behaviour choices have been discussed and further strategies implemented as soon as they have arisen. Strategies have then been implemented by all adults working with the pupils, making use of evaluation, feedback and refinement.</p> <p>Our community support worker delivers the Full Effect project, which aims to improve the opportunities for young people and reduce youth violence in St Ann's. Group sessions and one to one sessions have been held with pupils from Y5 over the whole year. These sessions have been focusing on building emotional resilience and helping identify coping mechanisms to better their choice making. Children are making better choices and are seen to be risk assessing these. Pupils are also changing their behaviours making positive choices. More children are making positive decisions outside of school and are attending EPIC run community games with positive mentors.</p>	<p>Continue building relationships between EPIC, school and home to provide another form of communication between families and school.</p> <p>Continue to have a focus teaching assistant to provide nurture, social and emotional support for key pupils.</p>																																																																								



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		<p>Pupils improve their well-being which has an impact on their progress, attainment and behaviour.</p> <p>Improve self-esteem and attitudes to learning leading to better outcomes (both short and longer term).</p> <p>Longer term impact – positive and successful citizens.</p>	<p>Many pupils now attend their holiday clubs where they are taught sports and character curriculums. Parents have also begun to use EPIC as a communication with school link.</p>																																																																																																									
Pupil mental health and well-being	12	<p>£2,400</p> <p>Remove anxieties that impact capacity and capability for learning enable pupils to manage any potential barriers so that individual pupil targets are achieved</p> <p>Children are able to express and discuss issues in a safe environment which maybe a barrier to learning.</p>	<p>Increased rates of pupil well-being Improved characteristics of learning evident within our PP pupils / cohorts: resilience, confidence, perseverance and leadership skills</p> <p>Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets Improved attitudes and dispositions towards learning</p> <p>Individual counselling records show individual impact measures, with positive outcomes being recorded in a range of ways.</p>	<p>Continue to ensure counselling is implemented for most vulnerable FSM pupils.</p>																																																																																																								
Implementations of Maths Mastery (White Rose)	All pupils	<p>£6,500</p> <p>Practitioner confidence and secure subject knowledge when planning for mastery, making connections therefore impacting on pupil outcomes.</p>	<p>ARE</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Y1</th> <th colspan="2">Y2</th> <th colspan="2">Y3</th> <th colspan="2">Y4</th> <th colspan="2">Y5</th> <th colspan="2">Y6</th> </tr> <tr> <th></th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>8</td> <td>89%</td> <td>13</td> <td>62%</td> <td>6</td> <td>60%</td> <td>15</td> <td>79%</td> <td>12</td> <td>75%</td> <td>9</td> <td>69%</td> </tr> <tr> <td></td> <td>12</td> <td>71%</td> <td>8</td> <td>67%</td> <td>9</td> <td>75%</td> <td>10</td> <td>59%</td> <td>17</td> <td>77%</td> <td>2</td> <td>29%</td> </tr> </tbody> </table> <p>GD</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Y1</th> <th colspan="2">Y2</th> <th colspan="2">Y3</th> <th colspan="2">Y4</th> <th colspan="2">Y5</th> <th colspan="2">Y6</th> </tr> <tr> <th></th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>1</td> <td>11%</td> <td>3</td> <td>14%</td> <td>-</td> <td>-</td> <td>7</td> <td>37%</td> <td>2</td> <td>13%</td> <td>2</td> <td>15%</td> </tr> <tr> <td></td> <td>3</td> <td>18%</td> <td>-</td> <td>-</td> <td>1</td> <td>8%</td> <td>3</td> <td>18%</td> <td>8</td> <td>36%</td> <td>2</td> <td>29%</td> </tr> </tbody> </table> <p>PP pupils outperform nPP in Years 1, 3, 4, 5 and 6 at those attaining ARE and above</p>		Y1		Y2		Y3		Y4		Y5		Y6			PP	nPP	Maths	8	89%	13	62%	6	60%	15	79%	12	75%	9	69%		12	71%	8	67%	9	75%	10	59%	17	77%	2	29%		Y1		Y2		Y3		Y4		Y5		Y6			PP	nPP	Maths	1	11%	3	14%	-	-	7	37%	2	13%	2	15%		3	18%	-	-	1	8%	3	18%	8	36%	2	29%	<p>Continue and secure the implementation of Maths Mastery into 2020 – 2021.</p> <p>Raise attainment at ARE for PP in Year 2</p> <p>Raise attainment at GD for PP in Years 1, 2, 3, 5</p>																				
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			With respect to greater depth, Year 4 and 6 outperform nPP pupils.	
Inclusion and supporting confidence	30 pupils	£2,200 Supporting the well-being, self-esteem and confidence of pupils, engagement with school.	Professional dialogue and pupil questionnaires highlight that this popular strategy increased pride and sense of belonging for children and enabled a successful engagement with our school uniform policy. Parent feedback highlighted this as valued strategy within the community.	Repeat offer
Providing wider experiences / Financial barriers School Enrichment opportunities – broaden children's life experiences.	All pupils	£7,000 - Annually Impact <ul style="list-style-type: none"> All pupil premium children access wider / life experiences. Improve % of pupils attaining ARE and GD. 	These enrichment activities provided a range of positive outcomes: effective stimuli for projects, topics and writing, they also enabled staff to increase the wider awareness of the world as part of SMSC and the PSHE curriculum. Extra-curricular opportunities and support <ul style="list-style-type: none"> Increased pupil attainment Homework activities and home reading will be completed in line with the expectations of other pupils Improved sports performance and mind-set skills * Improved resilience skills through accessing tailored program	Repeat the offer as before.
Providing wider experiences / Financial barriers High quality outside providers - Curriculum linked <ul style="list-style-type: none"> Music provision and tuition <ul style="list-style-type: none"> Access STEM opportunities throughout the year. 	All pupils	6,000 <ul style="list-style-type: none"> All pupil premium children access wider / life experiences. Raise long term aspirations. Increased the number of pupils passing music grades.	Pupil well-being Raised performance in mathematics attainment Increase to pupils auditory listening skills – timing, notation Equal numbers of pupil premium to non-pupil premium accessing specialised tuition as well as participating in the school orchestra All pupils have made excellent progress – attention skills are increasing as well as academic attainment	Continue to embed and develop opportunities for PP pupils to participate in extra-curricular music provision across the school. Continuation of music programme – further developed to include participation in joint school orchestras and LEAD music events.

Summary: how well are eligible pupils doing? Is the difference diminishing?

- Across all year groups, there is varying difference between the attainment of PP and non-PP pupils. Year 1, Year 4, Year 5 and 6 PP outperform non PP in reading, writing maths and SPAG. Where there are differences (Classes 2 and 3) the attainment data is impacted by pupils who are on the



SEND register or are new to school and have English as an additional language. These classes for 2020/2021, need to be carefully selected and consistently delivered intervention in school as well as a reflection on strategies to overcome external barriers so that progress in school can be rapid.

- Pupils that has accessed the counsellor have been noted to have improved self-esteem, confidence and resilience towards tasks.

Summary of Proposed Actions for the 2020/21

- Curriculum – to continue to embed strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Teaching and Learning – to further embed our core values and learning behaviours within all areas of the curriculum to ensure that every pupil can flourish
- Wider outcomes – provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%

Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2020-21					
Academy	St Ann's Well Academy				
Pupil Premium Leader	Mrs Emily Ashdown				
Academic Year	20-21	Total PP budget	£160,365	Date of most recent PP Review	July 2020
Total number of pupils	204	Number of pupils eligible for PP	80	Date for next internal review of this strategy	December 2020, March 2021, July 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
High proportion of Y2 PP pupils are SEND	Wider experiences for some children are limited – financial barriers
High proportion of Y1 cohort are EAL (over half in PP group)	Communication and language skills on entry to school are low
Pupil motivation – ambition	Social care and safeguarding
Securing good / outstanding teaching	Low or persistent absences
Support for behavioural needs	High mobility factors (increasing)
Support for individual SEND	Low self-esteem – fixed mindset / lack of resilience – lack of inspiration for themselves
	Parental support for out of school learning



What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
<i>Year Group</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Provide simple breakdown of proportionate or full costs.</i>
Nursery (if applicable and Early Years Foundation Stage Pupil Premium has been identified)	Increase in the % of children secure in 30-50 development matters Increase in the % of children emerging in 40-60 months at end of F1	% of children securing 30-50 is increasing % of children attaining 40-60 months is increasing	1:1 and small group interventions – speaking and listening Parental engagement helping your child at home activities	The EEF has found that high quality interventions in the Early Years have positive benefits +5 months. The EEF has found that parental engagement in the Early Years have positive benefits +3 months. Termly monitoring progress reports analysing data EYFS Leader Parental engagement feedback – termly EYFS Leader EYFS Leader to provide summary report termly evidencing impact and quality of provision L.E.A.D termly QA visits and	Funding included below – TA provision am and pm.



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					reports to Academy Advisory Board	
Year R	<p>3 eligible pupils</p> <p>Raise attainment in phonics</p> <p>Raise attainment in number</p>	<p>1 out of 3 to meet ARE in phonics</p> <p>1 out of 3 to meet ARE in number</p>	<p>1:1 and small group interventions</p> <p>Parental engagement helping your child at home activities</p> <p>TA for 6 weeks to provide interventions for accelerated progress in phonics, and number.</p>	<p>The EEF has found that High quality interventions in Early Years has positive benefits. +5 months.</p>	<p>Early Years Foundation Stage Leader to analyse data each half term.</p> <p>Early Years Foundation Stage leader to monitor quality of provision and provide summary report to Pupil Premium Leader.</p>	<p>Funding included below – TA provision am and pm.</p>
Year 1	<p>12 eligible pupils</p> <p>To ensure pupil catch-up and acceleration:</p> <p>Collaboration of prime areas for writing and reading of sentences</p> <p>Secure number knowledge and understanding numbers up to 20.</p>	<p>Maintain / Exceed:</p> <p>Reading – 70% ARE</p> <p>Writing – 63%</p> <p>Maths – 67%</p>	<p>TA every morning.</p> <p>TA 2 x PM</p> <p>TA for 6 weeks to provide interventions for accelerated progress in phonics, reading and mathematics.</p>	<p>Research by the EEF has shown that small group tuition leads to positive outcomes + 4 months.</p> <p>Research by the EEF has shown that Phonic interventions leads to positive outcomes +4 months</p>	<p>Foundation Stage and Year 1 Leader to analyse data half termly</p> <p>Termly pupil progress meetings</p> <p>Barriers to learning evidence file</p> <p>LEAD QA visit and AAB</p>	<p>Funding included below – TA provision</p>



	<p>Reinforce prime areas of learning where possible.</p> <p>Maintain and accelerate GLD</p> <p>Increased Phase 2 phonics intervention</p>				<p>Assessment data</p> <p>Targeted pupils who require accelerated learning (RandW) to close the gap</p>	
Year 2	<p>9 eligible pupils Maintain % at ARE in reading, writing and maths.</p> <p>Increase % of children achieving greater depth in writing and maths to bring in line with non-PP children.</p> <p>Increase percentage of pupils passing phonics screening test to 80%</p>	<p>Maintain % at ARE in reading, writing and maths: Reading 77.8%; Writing 77.8%; Maths 88.9%</p> <p>22% GD in writing and maths.</p>	FT TA	<p>Research by the EEF has shown that small group tuition leads to positive outcomes + 4 months.</p>	<p>Termly pupil progress meetings</p> <p>Barriers to learning evidence file</p> <p>LEAD QA visit and AAB</p> <p>Assessment data</p> <p>Targeted pupils who require accelerated learning (RandW) to close the gap</p>	Funding included below – TA provision
Year 3	<p>10 eligible pupils Increase % attaining GD for reading, writing and maths Increase ARE % for writing</p>	<p>GD 20% reading, 10% writing and 10% maths</p> <p>Increase writing at ARE to 60%</p>	FT TA	<p>Research by the EEF has shown that small group tuition leads to positive outcomes + 4 months.</p> <p>Small group interventions will allow targeted individualised feedback. EEF has shown that good quality feedback has a positive impact of +8 months</p>	<p>Termly pupil progress meetings</p> <p>Barriers to learning evidence file</p>	Funding included below – TA provision



	Continue high quality provision for SEND pupils	SEND pupils make 100% progress			LEAD QA visit and AAB Assessment data Targeted pupils who require accelerated learning (RandW) to close the gap	
Year 4	16 eligible pupils Increase % attaining ARE in reading and writing Increase % attaining GD in reading, writing and maths Ensure 100% progress achieved for all pupils and accelerated progress for at least 1 pupil.	ARE 75% of PP pupils to meet ARE in reading and writing Increase % attaining greater depth in writing to 12.5%	KS1 and KS2 TA's target teaching TA – 4 x am	Research by the EEF has shown that small group tuition leads to positive outcomes + 4 months. Small group interventions will allow targeted individualised feedback. EEF has shown that good quality feedback has a positive impact of +8 months	Termly pupil progress meetings Barriers to learning evidence file LEAD QA visit and AAB Assessment data Targeted pupils who require accelerated learning (RandW) to close the gap	Funding included below – TA provision
Year 5	17 eligible pupils.	76% of PP pupils to meet ARE in maths	KS1 and KS2 TA's target teaching TA – 3 x am and 3 x pm	Research by the EEF has shown that small group tuition leads to positive outcomes + 4 months.	Termly pupil progress meetings	Funding included below – TA provision



	<p>Increase % at GD in writing and maths (target 2 pupils)</p> <p>Increase % at ARE in Maths to be more in line with reading (target 2 pupils)</p>	<p>Increase PP pupils attaining GD to 24%</p>			<p>Barriers to learning evidence file</p> <p>LEAD QA visit and AAB</p> <p>Assessment data</p>	
Year 6	<p>12 eligible pupils.</p> <p>Increase % at GD across all areas by targeting 1 or 2 children.</p> <p>Increase % at ARE in reading to be in line with writing and maths through targeted interventions.</p> <p>Maintain % at ARE in writing and maths</p> <p>Further embed the robust tracking and monitoring system that tracks KS1 progress including Pupil Premium groups.</p> <p>Continue to scrutinise progress data to identify any</p>	<p>75% of PP pupils to meet ARE and above in reading, writing and maths.</p> <p>GD 17% (2 pupils)</p>	<p>Additional TA x 4 am</p> <p>Targeted homework club</p> <p>Targeted one to one / one to two tuition</p> <p>DHT to provide small group intervention 4 am and at least 2 pm each week.</p> <p>Additional TA x 2 am, 1 pm to provide key barriers to learning intervention</p>	<p>Research by the EEF has shown that reducing class size can have positive outcomes +3 months.</p> <p>Research by the EEF has shown that small group tuition can have positive outcomes +4 months</p> <p>Research by the EEF has shown that one to one tuition can positive outcomes of +5months.</p> <p>Small group interventions will allow targeted individualised feedback. EEF has shown that good quality feedback has a positive impact of +8 months.</p>	<p>Half termly PP meetings</p> <p>Barriers to learning file evidence</p> <p>SATs assessment / progress</p>	<p>Funding included below – TA provision</p> <p>DHT targeted booster Before and after school boosting</p>



	<p>under achieving groups or individuals and the create bespoke interventions.</p> <p>Targeted boosting from September 2020. Clear interventions from data.</p> <p>Pupils new to year group in year 5 (all EAL) make sustained and good progress.</p>					
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Whole School Initiatives

Whole School Initiatives	How	What is the rationale for this chosen strategy	How will it be monitored	Cost	Expected impact
EYFS intervention TAs	Teaching Assistants and DHT withdraw Pupil Premium children for interventions the day; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. These may also be targeted interventions	Research by the EEF shows that early years interventions are effective and show a +5 month impact.	Termly pupil progress meetings LEAD QA visit and AAB Assessment data	£30,000	Pupils to make accelerated progress
KS1 and KS2 intervention TAs	Teaching Assistants and DHT withdraw Pupil Premium children for interventions during each	Research by the EEF shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of	Pupil progress data Observations Learning walks	£41,000	Accelerated rates of progress Pupil Premium pupils



	<p>afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to deliver targeted interventions – bespoke in nature. Phonics provision</p>	<p>two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness</p>			<p>Pupil Premium Gaps in learning closed</p>
<p>KS1 and KS2 TAs target teaching in the mornings</p>	<p>To provide targeted teaching in all morning sessions.</p>	<p>Research by the EEF has shown that reducing class size can have positive outcomes +3 months. Research by the EEF has shown that small group tuition can have positive outcomes +4 months. To ensure all pupils make progress within lessons. To provide smaller group support, so that misconceptions can be identified and addressed quickly.</p>	<p>Half-termly pupil progress meetings.</p>	<p>£25,000</p>	<ul style="list-style-type: none"> • Pupil premium pupils make accelerated progress to diminish the attainment gap where needed. • All pupil premium pupils make expected progress.
<p>Deployment of DHT 4 x am 3 x pm</p>	<p>Coaching and mentoring to ensure consistency of approach. Target group teaching. In Y6 Year 6 writing feedback.</p>	<p>Coaching and mentoring is known to be an effective tool to improve pedagogy across school. Research by the EEF has shown that providing feedback can have positive outcomes +8 months. Research by the EEF has shown that small group tuition can have positive outcomes +4 months.</p>	<p>Weekly – HT and DHT - refocus direction.</p>	<p>£22,000 £16,000</p>	<ul style="list-style-type: none"> • Ensure consistency of pedagogy across school. • That teaching and learning is consistently 'good' or better in all subjects.
<p>Continuation of Let's Think English</p>	<p>Purchase and implementation of Let's Think English including 4 days training and resources.</p>	<p>Research by the EEF has shown that metacognition and self-regulating approaches aim to help pupils think about their own learning more explicitly and can have positive outcomes +7 months.</p>	<p>Newly appointed Let's Think Champion.</p>	<p>£2,000</p>	<p>To improve thinking skills. Let's Think in English (LTE) is a teaching programme which helps primary and secondary pupils develop the higher-order skills needed for success in English. These include inference, deduction and analysis together with confidence and resilience when</p>



					<p>responding to unfamiliar texts.</p> <p>Long term impact to improve the % of children achieving ARE and GD at the end of key stages.</p>
Raise attendance	Employment of a family liaison worker (attendance officer).	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates as has been evidenced in 2017 overall attendance outcomes.	Half termly reports from Attendance Officer including evaluations and actions/sanctions impact on % attendance and persistent absentees	£7,500	Reduce the number of children eligible for pupil premium who are persistent absentees therefore diminishing the difference for statutory outcomes and whole school attendance is 96.5%
Pupil mental health and well-being	School Counsellor 1:1 and family support 'Therapat'	<p>Social and emotional learning programme have been acknowledged by the EEF of having some positive impact +5 months. Our school counsellor works with children and families who require 1:1 and small group socialisation to engage in learning.</p> <p>A counselling service offered to our most vulnerable pupils (approximately 3 per half term). Those pupils who may be struggling with emotional barriers and therefore having a negative impact on his / her learning, will be offered counselling. The aim is that the counsellor can help the pupil get clarity and some strategies to help them deal with their emotions. As a result, they will be able to access the curriculum, stay in class and access learning and make at least expected progress.</p>	Termly via counsellor reports to SLT.	£2,600	<p>Remove anxieties that impact capacity and capability for learning enable pupils to manage any potential barriers so that individual pupil targets are achieved</p> <p>Children are able to express and discuss issues in a safe environment which maybe a barrier to learning.</p>
Providing wider experiences / Financial barriers Funding for school trips (and residential).	Ensuring enrichment and opportunities for our children to experience a range of learning opportunities	Whilst it is acknowledged that providing wider, high quality experiences does not on its own increase attainment (EEF research) we believe it is important to support the inclusion, well-being and broader life experiences of our pupils by removing this barrier.	Termly reviews of trips.	£7,000	All pupil premium children access wider / life experiences. Improve % of pupils attaining ARE and GD.



School Enrichment opportunities – broaden children's life experiences.	in a range of contexts · Ensuring cultural capital.	To support the achievement and enrichment within the curriculum. Enable pupils to access enrichment opportunities and provide opportunities for life experiences and skills that will impact on progress.			
Providing wider experiences / Financial barriers High quality outside providers - Curriculum linked •Music provision and tuition •Access STEM opportunities throughout the year.	High quality music provision for all. - Years 4 and 5 to taught how to play the violin, cello or viola – weekly. - Grading classes in year 6. - Access to weekly area band. - Classes and individual pupils have access to a variety of STEM events throughout the year both in school and at other venues. STEM teacher.	Research by the EEF has shown that art participation have positive outcomes + 2 months. All pupil premium children to access wider / life experiences. To raise self-esteem, confidence and resilience. Broaden pupils' horizons and raise aspirations.		£3,500	All pupil premium children access wider / life experiences. Raise long term aspirations. Increased the number of pupils passing music grades.
Photography Workshops	Specialist photographer to deliver sessions	Pupil well-being Increased pupil involvement within peer mentorship programme – showcasing work to wider audiences and staging exhibitions Highly developed coordination skills Increased self-confidence Developing sophisticated speaking and listening skills	Pupil voice feedback	£1,000	Pupil well-being Increased pupil involvement within peer mentorship programme – showcasing work to wider audiences and staging exhibitions Highly developed coordination skills Increased self-confidence Developing sophisticated speaking and listening skills Providing cultural capital
After school clubs	Providing a range of opportunities for additional learning and experiences	Research by the EEF has shown that the overall impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and	Pupil feedback Attendance registers Up-take registers	£4,100	Improved attitudes to learning and school readiness Improved enjoyment of school Ensure



St Ann's Well Academy

	(including a range of sporting opportunities) for our pupils	<p>science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p>			<p>a balance of boys and girls attending. The number of children who will attend clubs over the year will be at least 25% of KS1 and KS2.</p> <p>Closing specific learning gaps for age-related expectations and greater depth Improved school readiness Improved quality of additional work Specialist support for key children with homework and additional key skills (reading, x tables, spelling and topic research)</p>
Year 6 booster sessions	Providing a range of Opportunities for additional learning for our Year 6 pupils.	<p>Research by the EEF has shown that small group tuition can have positive outcomes +4 months. To ensure all pupils make progress within lessons. To provide smaller group support, so that misconceptions can be identified and addressed quickly.</p>	<p>Pupil feedback Attendance registers Up-take registers</p>	£300	<p>Accelerated rates of progress Pupil Premium pupils Pupil Premium Gaps in learning closed</p>

Date: _____

Pupil Premium Leader: _____