



St. Anne's Pupil Premium Strategy Statement

1. Summary information					
School	St. Anne's Catholic High School for Girls				
Academic Year Financial Years	2020/21	Total PP budget	£252,000(est)	Date of most recent PP Review	Sept 2020
Total number of pupils	886 (KS3/4)	Number of pupils eligible for PP	264 (est) (KS3/4)	Date for next internal review of this strategy	Sept 2021

Note: Awaiting Y7 information from DfE

2. Current attainment		
	<i>Pupils eligible for PP (St. Anne's)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 9 - 5 in English and Maths	46% (2019/20)	24.9% (2019/20)
Progress 8 score average (2019/20)	0.86	1.32 (2019/20)
Attainment 8 score average (2019/20) (unvalidated)	52.18	63.03 (2019/20)
		Note: Latest available figures

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils; this prevents them from making good progress through KS3.
B.	Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils; this prevents them from making good progress through KS3.
C.	Targeted support; Improve and extend to ensure good progress and improved outcomes for some year 11 students (PP).
D.	Study and planning skills for PP students; many need further support from the school to ensure the make at least as much progress as other students.
External barriers (<i>issues which also require action outside school</i>)	
E.	PP students do not always have access to laptops or the internet outside of school hours which prevents them making as good progress as other students.
F.	The impact family issues and financial circumstances have on PP students' educational outcomes; lifestyle issues

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Key Stage 3 pupils eligible for PP.	Pupils eligible for PP in Key Stage 3 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using Lexia (on-line software tool) assessments and English written assessments in October, March and June.
B.	High levels of progress in maths for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using 1:1 numeracy tuition and maths written assessments in October, March and June.
C.	Improved student outcomes for PP students at Year 11	Pupils eligible for PP achieve or exceed their target grades by the end of the year . Other pupils still make at least the expected progress. This will be evidenced using written assessments in October, March and June.
D.	Increased access to computers and the internet outside of school hours for PP students.	Reduce the number of PP students who do not have access to a computer and/or the internet outside of school hours in order to ensure they can access online resources to assist in their learning.

5. Planned expenditure					
Academic year		2020/21			
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?
Improved Key Stage 3 literacy progress	CPD on using Lexia effectively and developing intervention or questioning techniques to	We want to offer high quality teaching to all these pupils to drive up results. Lexia course was selected which offers a combination of pedagogical knowledge and subject knowledge,	Course selected using evidence of effectiveness within school, teaching assistant staff organised well in advance.	Inclusion Manager	July 2021

	follow up learning insecurities.	and involves both external contributors and peer support.			
Improved Year 7 mathematics progress	CPD on using 1-to-1 or small group intervention using Personalised Learning Checklists (PLCs) therapies in mathematics to effectively identify leaning needs and developing questioning techniques to follow up learning insecurities – develop a bank of specific resources to use for follow-up to assess the components of mathematical knowledge and skills.	Components of mathematical skills and knowledge identified as an area of weakness from assessments and Year 6 QLA on ASP Schools in the Partners in Excellence (PiXL) network have successfully trialled this approach.	Subject Leader to oversee resources and scheme development with KS3 Lead for Mathematics and Inclusion Manager.	Subject Leader: Mathematics and KS 3 Maths Lead	October 2020, March and June 2021
Improved Year 11 mathematics progress	CPD on using 1-to-1 or small group intervention using PLC and Therapies in mathematics to effectively identify leaning needs and developing questioning techniques to follow up learning insecurities – develop a bank of specific resources to use for follow-up to assess the components of mathematical knowledge and skills.	Components of mathematical skills and knowledge identified as an area of weakness from assessments. Schools in the PiXL network have successfully trialled this approach.	Subject Leader to oversee resources and scheme development with KS4 Lead for Mathematics.	Subject Leader: Mathematics	October 2020, March and June 2021
Improved attainment across the curriculum in English, mathematics and science	Maintaining the number of English and Maths classes at least at eight rather than six in Years 10 and 11. Maintaining an increase in the number of periods spent teaching Science from four to five per week. Maintaining the number of Science classes at eight rather than six in Year 7.	The lack of curriculum time or large class sizes have been shown to have a detrimental effect on student outcomes in the core subjects. This has been a successful strategy for the school.	Deputy Headteacher to analyse and cost the curriculum to ensure the effectiveness of smaller classes and the necessity of increased curriculum time for the 3 core subjects. Subject leaders to effectively deploy staffing to ensure the best levels of staffing to ensure good teaching.	Deputy Headteacher, School Business Manager and Subject Leaders for English, Maths and Science	January 2021

	Maintaining the number of English classes at eight rather than six in Year 9.				
Improved attainment across the curriculum in subjects other than English, mathematics and science	Contribution to Intervention for GCSE students (after-school, Saturday and Holiday Intervention).	To close the gap between all students and PP students	Subject leaders to effectively deploy staffing. Data analysis	Deputy Head	January 2021
Maintaining availability of non-teaching support for PP students	Contribution to costs of Teaching Assistants (not support for EHCP students)	Some students need targeted support in lessons to ensure good progress and attainment.	Inclusion Manager to oversee the allocation of resources, liaising with Subject Leaders to ensure value for money.	Inclusion Manager	September 2020, January and April 2021
Ease of access to on-line resources	Contribution to cost of on-line resources	To enable equal access to online resources.	Feedback from teachers. Data analysis	Deputy Head	January 2021 and continuing.
Wider outcomes and opportunities Parent and carer engagement	Achievement for all Mentoring Programme	To close the gap between all students and PP students	Student improvement champion Data analysis	Director of KS4	July 2021
Total budgeted cost					£176,000
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?
Improved Key Stage 3 literacy progress	Year 7 students who arrive with below ARE in Reading are identified for 1-to-1 support and small group provision. Year 8 and 9 students who are below ARE have one to one and group tuition delivered by TAs using Lexia	Some of the students need targeted literacy support to catch up. This is a programme which has been evaluated and shown to be effective in our school.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant (TA) Continuing Professional Development (CPD) for TAs delivering Lexia. Inclusion Manager to liaise with parent(s)/carer(s) of targeted children.	Inclusion Manager/KS3 English Lead	June 2021

Improved Year 7 mathematics progress	Year 7 students who arrive with below ARE in mathematics are identified for 1-to-1 support and small group provision.	Some of the students need targeted mathematics support to catch up. This is a programme which has been evaluated and shown to be effective in our school.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme.	Inclusion Manager/KS3 Maths Lead	June 2021
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			Inclusion Manager to liaise with parents of targeted children.		
Improved progress for Year 11 mathematics pupils	Weekly small group/1-to-1 sessions in maths for PP pupils with maths tutor or equivalent.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in Maths at 3 key points, October, March and June. Subject Leader (SL) to observe sessions and provide feedback / support.	Subject Leader: Mathematics	March 2021
Improved progress for key marginal Year 11 pupils	Weekly after school, Saturday and holiday small group sessions for PP pupils.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in maths at 3 key points, October, March and June	Subject Leaders	March 2021
PP students prepared for Year 7	Transition Summer School Outside specialists using special grant. Contribution to term-time transition days delivered by outside specialists and school staff	We want to provide extra support to ensure students are ready to begin their Key Stage 3 journey. The Summer School has been an effective means of ensuring a smooth transition from Primary to Secondary.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Evaluate pupil response to the programme Engage with Primaries, parents and pupils before the Summer School begins to address any concerns.	Director of Key Stage 3	October 2021
Support for students looked after or formerly looked after	Personalised in consultation with Children Looked After (CLA) support workers	We want to ensure that CLA or former CLA students feel supported.	Engage with external agencies, parents and pupils before secondary phase begins to address any concerns. Ensure Care Plans are in place.	SENCO/ Inclusion Manager	September 20, January and April 2021
Total budgeted cost					£25,000
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?
Increased access to computers and the internet	Provision of computers and/or USB internet dongles for year 11 PP students.	We can't improve attainment for children if they cannot access their learning outside of school hours.	Thorough briefing of Achievement Leader (AL), students and parents about the need to access learning out of school hours. Deputy Head, (School Business Manager) SBM and AL will collaborate to ensure provision of loan computers/USB dongles.	Deputy Head	Jan 2021
Improved interpersonal, team-building and co-operative skills	Trinity Sailing Trip (Devon) and Learning Mentor events for 10 students	Improving self-confidence, self-worth and interpersonal skills which are all life skills to improve outcomes	Engage with external agencies, parents and pupils before the trip begins to address any concerns.	Years 8 and 9 Achievement Leaders	July 2021
No bar to access to enrichment activities	Contribution to enrichment activities including award winning gospel choir	Ensure that students are not denied the opportunity to learn due to the financial circumstances	Pupils and parents know they can apply to the Hardship Fund	Subject Leaders for Music, PE and Special Projects Officer	Dec 2020, April and July 2021
Support for students who need guidance with homework or do not have an appropriate space at home	Signposting by teaching and non-teaching staff to homework clubs	Ensure that students are not denied the opportunity to learn due to the financial circumstances	Pupils and parents know they can apply to the Hardship Fund	Inclusion Manager	Dec 2020, April and July 2021
Students prepared for Year 7	Contribution to term-time transition days delivered by outside specialists and school staff	Ensure that students are well prepared for the next stage of their learning, Key Stage 3	Engage with external agencies Evaluate the programme	Director of Key Stage 3	July and September 2021
Improved mental health and study skills	Contribution to School Counsellor, Academic Mentor, Learning Mentors and Educational Psychologist	Ensure students health and mental well-being	Inclusion Manager to liaise with all the relevant parties to ensure students are well provided for.	Inclusion Manager	Dec 2020, April and July 2021
Maintaining high level of pastoral support	Contribution to costs of Achievement Leaders	Ensure students know whom to go to if they need to discuss pastoral issues	Director of Key Stage 4 to meet fortnightly with the Inclusion Teams.	Director of Key Stage 4	Dec 2020, April and July 2021
PP students have level of study resources available to other students	Revision Packs	Ensure that students are not denied the opportunity to learn due to the financial circumstances	Pupils and parents know they can apply to the Hardship Fund	School Business Manager	Dec 2020, April and July 2021

Maintaining PP students physical and mental health on exam days	Contribution to Public Exam Day breakfasts and water and Pre Public Exam water	Ensure that students have had a nutritional breakfast and have hydration before an exam	Pupils know that this is available to them	Exam Officer	May 2021
Equal participation for PP students	Contributions to trips and visits as required. No student to be disadvantaged in appearance (Hardship Fund)	Ensure that students are not denied the opportunity to learn due to the financial circumstances	Pupils and parents know they can apply to the Hardship Fund	Headteacher and School Business Manager	Dec 2020, April and July 2021
Consistent nutrition	Meal subsidies for PP students in Years 7-11 who are no longer entitled to a Free School Meal (FSM)	Some families' financial circumstances are such that they struggle to fund school meals when no longer qualifying for FSM.	Students receive a nutritious meal and are able to concentrate in the afternoon. Monitoring and evaluation by Achievement Leaders.	Headteacher and School Business Manager	July 2021
Total budgeted cost					£85,000

6. Review of expenditure				
Previous Academic Year		2019 - 2020		
Note: Total expenditure is a combination of financial years 2018 - 2019 and 2019 - 2020				
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
Improved attainment across the curriculum (2)	Contribution to maintaining the number of English and Maths classes at least at eight rather than six in Years 10 and 11. Contribution to maintaining an increase in the number of periods spent teaching Science from four to five per week.	High: observed increased progress amongst participating children as measured using their GCSE exam grades compared with their Target Grades. Success criteria: met.	This was a contributory factor to our very high results. We will continue next year	£90,300

	Contribution to maintaining the number of Science classes at eight rather than six in Year 7. Contribution to maintaining the number of English classes at eight rather than six in Year 9.			
Improved attainment across the curriculum (3)	Contribution to Intervention for GCSE students (after-school, Saturday and Holiday Intervention).	High: observed increased progress amongst participating children as measured using their GCSE exam grades compared with their Target Grades. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on pupil assessments and summarised in the Question Level Analyses (QLA). We will continue next year.	£20,000
Maintaining availability of non-teaching support for PP students	Contribution to costs of Teaching Assistants (not support for EHCP students)	High: observed increased progress amongst participating children as measured using their GCSE exam grades compared with their Target Grades. Success criteria: met.	This seemed most effective where the teacher and TA met to plan lessons and discuss the TA support in lessons. We will continue next year.	£69,500
Ease of access to on-line resources	Contribution to cost of on-line resources	High: observed increased progress amongst participating children as measured using their GCSE exam grades compared with their Target Grades. Success criteria: met.	This was most effective when the Achievement Leader and Deputy Headteacher met students regularly to discuss how the scheme was helping to improve revision/learning. We will continue this	£2,500
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
Improved Year 7 maths results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in mathematics test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£200 per students for 18 students £3,600
Improved Year 7 Literacy and English results	One to one and group tuition delivered by TAs using Lexia	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test/assessment. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£200 per student for 18 students £3,600

Improved Year 11 maths results	One to one tuition delivered by qualified teacher	High: observed increased progress amongst participating children compared to peers, as measured using their grades in mathematics GCSE exam. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on pupil assessments and summarised in the QLA. We will continue next year.	£325 per student for 13 students £4,225
Improved Literacy for Year 8 and year 9 PP students	One to one and group tuition delivered by teachers and TAs using Lexia	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test/assessment. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£125 for 28 students £3,500
PP students prepared for Year 7	Transition events	High-medium: positive impact for students. Success criteria: met.	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.	£4,000
Support for students looked after or formerly looked after	Personalised in consultation with Children Looked After (CLA) support workers	High: The plans agreed between school, family and, where appropriate, social workers have been implemented. Success criteria: met	This method of personalised planning will continue.	£1,900 for two students £3,800
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
Increased access to computers and the internet.	Provision of computers and/or USB internet dongles for year 11 PP students.	High-medium: positive impact for students. Success criteria: met.	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.	£1,800
No bar to access to enrichment activities	Contribution to enrichment activities including award winning gospel choir	High: positive impact for students. Success criteria: met.	This seems to have improved student engagement and enjoyment. We will continue next year.	£9,500
Support for students who need guidance with homework or do not have an appropriate space at home	Signposting by teaching and non-teaching staff to homework clubs	High-medium: positive impact for students. Success criteria: met.	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.	£2,500
PP students prepared for Year 7	Contribution to term-time transition days delivered by outside specialists and school staff	High: positive impact for students. Success criteria: met.	This seems to have improved student engagement and enjoyment. We will continue next year.	£2,750

Improved mental health and study skills	Contribution to School Counsellor, Academic Mentor, Learning Mentors and Educational Psychologist	High-medium: positive impact for students. Success criteria: met.	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.	£31,400
Maintaining high level of pastoral support	Contribution to costs of Achievement Leaders	High-medium: positive impact for students. Success criteria: met.	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.	£36,600
PP students have level of study resources available to other students	Revision Packs	High-medium: positive impact for students. Success criteria: met.	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.	£760
Maintaining PP students physical and mental health on exam days	Contribution to Public Exam Day breakfasts and water and Pre Public Exam water	High-medium: positive impact for students. Success criteria: met.	This seems to have improved student engagement in their learning and improved their outcomes. We will continue next year.	£3,000
Equal participation for PP students	Contributions to trips and visits as required. No student to be disadvantaged in appearance (Hardship Fund)	High: positive impact for students. Success criteria: met.	This seems to have improved student engagement and enjoyment. We will continue next year.	£4,200
Consistent nutrition	Meal subsidies for PP students in Years 7-11 who are no longer entitled to a Free School Meal (FSM)	High: less problems with concentration in afternoons. Success criteria: met	Students who eat a nutritious meal at lunchtime are more able and are able to concentrate in the afternoon. To be continued next year.	£2,000