

St Anne's Academy Pupil Premium Strategy Statement 2020/21

School overview

Metric	Data
School name	St Anne's Academy
Pupils in school	761
Proportion of disadvantaged pupils	52.7%
Estimated Pupil premium allocation this academic year	£363,346
Academic year or years covered by statement	2020/21
Publish date	November 2020
Review date	October 2021
Statement authorised by	Chris Heyes, Headteacher
Pupil premium lead	Rebecca Box, Assistant Headteacher
Governor Lead	John Dalziel

Disadvantaged pupil performance overview for last academic year [Centre Assessed Grades]

Progress 8	-0.14 (2019 was -0.61)
EBacc entry %	12.3 (2019 was 12.9)
Attainment 8	41.5 (2019 was 40.8)
Percentage of Grade 5+ in English and Maths	20.5 (2019 was 25.8)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	PP students to achieve P8 \geq 0	October 2021
Attainment 8	PP students to achieve expected attainment 8 scores in line with national	October 2021
Percentage of Grade 5+ in English and Maths	PP students to achieve expected 5+ EM in line with national	October 2021
Attendance	PP students will have comparable attendance to Non-PP nationally	October 2021
Persistent Absence	PP students will have comparable persistent attendance to Non-PP nationally	October 2021

Teaching priorities for current academic year

Pupil Premium priorities form part of the overall Academy Development Plan for 2020/21.

Measure	Activity
Priority 1	Deliver exceptional teaching and learning every lesson for every student.
Priority 2	Improve outcomes for all students including disadvantaged.
Priority 3	Provide training and support for teachers including early career teachers.
Potential barriers	<ul style="list-style-type: none"> • COVID-19: The EEF's rapid evidence assessment examined the potential impact of school closures and found that they are likely to reverse the progress made to close the gap in the last decade since 2011. • Recruiting and retaining effective specialist teachers. • Passivity and less positive attitudes to learning of some pupils.

Targeted academic support for current academic year

Measure	Activity																									
Priority 1	Improve the literacy of all students through developing: <ul style="list-style-type: none"> • pupil fluency, confidence and enjoyment of reading • extended writing and teaching of new vocabulary • oracy opportunities 																									
Priority 2	Structured interventions to address gaps in achievement through homework and revision, re-teaching, small group intervention and 1:1 support.																									
Priority 3	Use of SISRA Analytics and 'Know My Class' to track and analyse pupil data quickly, easily and accurately.																									
Potential barriers	<ul style="list-style-type: none"> • Students not attending school due to illness or Covid who are unable to learn remotely. • No valid KS2 data for current Y7. <table border="1"> <thead> <tr> <th></th> <th>Non PP Reading % not met national standard</th> <th>PP Reading % not met national standard</th> <th>Non PP Maths % not met national standard</th> <th>PP Maths % not met national standard</th> </tr> </thead> <tbody> <tr> <td>Y8</td> <td>25</td> <td>34</td> <td>30</td> <td>33</td> </tr> <tr> <td>Y9</td> <td>22</td> <td>33</td> <td>24</td> <td>24</td> </tr> <tr> <td>Y10</td> <td>24</td> <td>40</td> <td>22</td> <td>30</td> </tr> <tr> <td>Y11</td> <td>30</td> <td>29</td> <td>15</td> <td>27</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Reading ages of PP students are significantly below that of Non-PP. 		Non PP Reading % not met national standard	PP Reading % not met national standard	Non PP Maths % not met national standard	PP Maths % not met national standard	Y8	25	34	30	33	Y9	22	33	24	24	Y10	24	40	22	30	Y11	30	29	15	27
	Non PP Reading % not met national standard	PP Reading % not met national standard	Non PP Maths % not met national standard	PP Maths % not met national standard																						
Y8	25	34	30	33																						
Y9	22	33	24	24																						
Y10	24	40	22	30																						
Y11	30	29	15	27																						

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance and punctuality and close the gap for key groups.
Priority 2	Promote and embed a culture of high expectations for all including a new rewards system.
Priority 3	Staged approach to support student behaviour and attitude to learning.
Potential barriers	<ul style="list-style-type: none"> • Low aspirations of some students. • Unable to offer full range of extra-curricular and enrichment activities which extend student learning (Covid). • Lack of parental engagement in some cases. • COVID-19: impact of related absence

Monitoring and implementation

Area	Challenge	Action
Teaching	<p>Ensuring that:</p> <ul style="list-style-type: none"> • whole school curriculum embeds powerful knowledge, personal development and spiritual wellbeing • enough time is given for staff professional development, curriculum planning and literacy development • support staff are deployed effectively • that leaders are held accountable for outcomes in their subject • Y11 outcomes improve • all pupils make expected progress 	<ul style="list-style-type: none"> • Continue to develop and deliver a challenging KS3 and KS4 curriculum that is rich in knowledge and skills and prepares students for the next step in their education • Effective QA curriculum cycle including faculty reviews • Recovery curriculum in place • Strategically planned calendar of INSET Days, CPD meetings and departmental time • Project 11 team in place to improve Y11 outcomes through reviewing attendance, punctuality, ATL, progress data, revision materials, exam access arrangements, E&M match, Class Charts data and impact of ongoing intervention strategies • Purchased revision book, workbooks and materials for all Y11 pupils • Enhanced monitoring and tracking for disadvantaged cohort • Implementation of St Anne's Teaching Principles (Planning, Connections, Engagement and Consolidation)

		<ul style="list-style-type: none"> • Subject leaders to present their department Outcomes, SEF and Action Plan to SLT
Targeted academic support	<p>Ensuring that:</p> <ul style="list-style-type: none"> • Assessment systems are effective • QLA takes place and informs department and teachers' planning • From QLA, departments and teachers implement appropriate intervention measures • Staff are trained and understand how to use SISRA effectively • For Y11 additional E and M lessons and P6 • Literacy intervention in place 	<ul style="list-style-type: none"> • QA Assessment including accuracy of data • Assessment Data informs planning with timely interventions in place and the use of 'Know My Class' • CPD on use of SISRA • Monitor Period 6 attendance • Project 11 on going interventions • Develop and embed Knowledge Organisers in Y7 and 11 for retrieval and home learning • Use of Accelerated Reader for reading intervention • Peer reading programme delivered during form time • Class charts positive seating plan clearly identifies disadvantaged pupils • Teaching of new vocabulary and opportunities for structured talk oral responses to be in full sentences • Literacy CPD for all staff and department link meeting
Wider strategies	<p>Ensuring that:</p> <ul style="list-style-type: none"> • Effective systems and structures are in place to monitor and improve rates of attendance, punctuality, behaviour and provide social and emotional support • All students are safeguarded • The Behaviour Policy, Class Charts and CPOMS protocols are adhered to and followed consistently at all times • All staff buy in to the Academy Vision and Values and these are applied consistently 	<ul style="list-style-type: none"> • Use of SOL attendance tracker and diamond • Programme of bespoke interventions to address irregular attendance and remove barriers prioritising disadvantaged pupils • Staff safeguarding training is up-to-date and current • Positive steps post 16 application and support priority for disadvantaged pupils • Behaviour management systems to support positive attitude to learning • Development of new rewards system to promote and recognise positive behaviours and academic progress • Leadership opportunities for disadvantaged students through Student Leadership team and the school council

		<ul style="list-style-type: none"> • Alternative Provision Unit rebranded as the LINK Centre and resourced appropriately to meet the needs of learners • New SEND base [‘The Hub’] and increased staff resources to better meet the needs of PP pupils and others • Raise aspirations for disadvantaged pupils through the PHSE Programme, careers provision, educational visits [subsidised costs] and Positive Steps partnership SLA
--	--	---

Review: last year’s aims and outcomes [2019/20]

Aims	Success Criteria	Outcome
	Due to Covid 2019 the Government will not publish any school performance data on tests, assessments or exams for 2020.	
Progress 8	Achieve at least quintile 2 [as shown in the IDSR] for overall Progress 8 for Disadvantaged pupils	P8 has improved from -0.65 (2019) to -0.14 (Centre Assessed Grades). The Academy estimated P8 to be \approx -0.5 pre covid.
Attainment 8	Achieve top quintile for Attainment made by Disadvantaged pupils amongst similar schools [as shown in EEF similar schools data for KS2 Prior Attainment]	A8 has improved from 40.9 (2019) to 41.5 (Centre Assessed Grades). The Academy estimated A8 to be \approx 37/38 (Lower Prior Attaining year group on entry compared to previous year) pre covid.
% of Grade 5+ in English and Maths	Achieve at least national 5+% for English and Maths for Disadvantaged pupils [as shown in ASP]	5+EM was 20.5% (Centre Assessed Grades). This was in line with the academy expected result pre covid.

Attendance	Improve attendance to be better than National Average for Disadvantaged pupils	<p>In 2019/20 overall attendance was below NA (National Average) 92.0% compared to 94.5% NA.</p> <p>PP attendance was 89.8%, - 10.2% compared to 91.8% NA. Non PP attendance was 94.1%, -1.4% compared to 95.5% NA.</p> <p>Direct comparison of attendance figures should be treated with caution due to the impact of the coronavirus outbreak and related absences prior to lockdown.</p>
Persistent Absence	Reduce persistent absence to be better than national average for Disadvantaged pupils	<p>Persistent Absence rate was high at 24.6% compared to 13.7% NA. Shadow data suggests that had school been open all year PA rate would be significantly lower.</p> <p>Direct comparison of attendance figures should be treated with caution due to the impact of the coronavirus outbreak and related absences prior to lockdown, meaning that persistent absence was calculated over a shorter time frame than normal. Shadow data suggests that PA rate would have been much lower if measured over the full academic year as the impact of unauthorised holidays during term time would have reduced had school been open fully all year.</p>

Pupil Premium Spend Summary 2019/20

Quality of Teaching for All	£117,534
Targeted Support	£154,884
Other Approaches	£97,049
Total	£369,467