

## Pupil premium strategy statement: St. Anthony's VC Academy 2020/2021

(3 Year rolling plan) Progress for last year reviewed and alterations to plan for current academic year highlighted

| 1. Summary information        |                         |   |                   |   |             |
|-------------------------------|-------------------------|---|-------------------|---|-------------|
| <b>School</b>                 | St Anthony's VC Academy |   |                   |   |             |
| <b>Academic Year</b>          | 2020/2021               | <b>Total PP budget</b>                  | £80,700 (£96,840) | <b>Date of most recent PP Review</b>                  | n/a         |
| <b>Total number of pupils</b> | 207                     | <b>Number of pupils eligible for PP</b> | 29%               | <b>Date for next internal review of this strategy</b> | Spring 2020 |

| 2. Current attainment                            |   |                                       |
|--|---|---------------------------------------|
| <b>Previous year data due to COVID impact</b>    | <i>Pupils eligible for PP (your school) Expected and PS</i> | <i>National other Expected and PS</i> |
| <b>% achieving in reading, writing and maths</b> | 59% (7/11 pupils)   | 71%                                   |
| <b>% in reading</b>                              | 71% (8/11 pupils) -0.55                                     | 78% 0.30                              |
| <b>% in writing</b>                              | 82% (8/11 pupils) 0.94                                      | 83% -0.50                             |
| <b>% in maths</b>                                | 77% (8/11 pupils) -0.40                                     | 84% -0.30                             |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| <b>A.</b>   | Lower than average oral and vocabulary skills, restricting achievement across the curriculum, initially progress in Reading, writing and SPAG                                 |
| <b>B.</b>   | Lower than average levels of confidence which can affect attitudes to learning, social skills and behaviour. (Barrier for a smaller group of pupils)                          |
| <b>C.</b>   | Basic numeracy skills when pupils enter Foundation are low for Pupils eligible for PP. This slows progress in subsequent years, particularly in reasoning and problem solving |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |

|    |   |
|----|---|
| D. | Personal circumstances lead to social and emotional issues which affects learning and behaviour. (To a greater extent due to COVID)               |
| E. | Attendance of pupils eligible for PP is usually lowers than all other pupils. Inclusive of persistent absentees. (Attendance due to COVID impact) |

| 4. Desired outcomes |   |   |
|---------------------|---|---|
|                     | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
| A.                  | Pupils rapidly closing the gap on all other pupils nationally as they move through the school. Developing greater grasp of language and applying this to their reading and writing. Early provision which intervenes to enhance provision of early language. An increasing number with school with a sound understanding of skill in KS2 SPAG. Measured through assessment, regular scrutiny and comparison against national other. | EYFS outcomes particularly in speaking, reading and writing increasing, closing the gap with all others nationally (Gaps quickly identified on return to school September 2020 and actions put into place)<br>Phonics provision and screening results that close the gap to national and are improved on the previous year.<br>KS1 data showing rapid progress in diminishing the difference from judgements at the end of FS. More pupils who pass the phonic screening in Y1 converting achieving the year 2 reading standard.<br>SPAG data which is inline or diminishing the difference with national |
| B.                  | Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Monitoring of 'incidents' including pupil and staff voice and assessments to inform case studies and demonstrate impact. Pupils achieve high levels of support with EWB to ensure they can make progress in all aspects of social, emotional and academic provision   | Rapid progress in core areas for pupil benefiting from tailored provision. Where provision is pitched well rapid progress in learning attitudes and therefore across the curriculum. Pupils demonstrating improved attitudes to learning and a readiness to learn. Increase in percentage of pupils achieving expected and greater depth.<br>Pupils are quickly identified and impact of COVID lockdown accessed to start actions immediately and thus improve impact/progress levels   |
| C.                  | Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason.  | End of FS closing gaps of PP from data on entry. KS1 little difference between PP and 'all others'. Pupils to meet or close the difference against national other at the end of KS2.<br>(Additional measures will be implemented which ensure catch up for EYFS/Y1 given the time missed to ensure this approach still has the desired impact)  |
| D.                  | Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.  | Families work in partnership with the school to support and challenge children in their social and academic learning. Increase in engaging parents and agencies. Decrease in incidents involving inappropriate behaviour/poor attitudes to learning.  |
| E.                  | Attendance of pupils eligible for PP diminishing the difference with other pupils. Measured through regular tracking, individual pupil case studies and SLT meetings. Reduction in numbers of PA PP pupils. Continue to support our children and families to improve attendance rates and punctuality.  | Attendance rates continue to improve. All staff are aware of the children in their classes that are eligible for PP and have attendance issues. They can effectively signpost families for support – attendance monitored in line with new trust policy by Inclusion Manager.<br>Attendance is in line with all others or diminishing the difference but also targeting a minimum of 96% and reductions in PA.<br>(Given the current pandemic this will be difficult to achieve, however, remains of highest priority and challenge and support continues to be implemented)                              |

## 5. Planned expenditure

Academic year

2020/2021

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?   |
|--|--|---|--|----------------------------------|--|
| <p>A. Improve oral language skills for pupils eligible for PP in EYFS classes. Pupils developing a greater grasp of language and apply this in their reading and writing, thus diminishing the difference.</p>   | <p>To continue to develop staff CPD in Talk for Writing to implement the strategy across the EYFS to encourage talk and speaking and listening through creative approaches to inspire and motivate children.<br/> <b>Apply FS principles in Y1 to support catch up for missed time using a familiar stage appropriate approach</b></p> | <p>Large proportion of PP children show speech and language / communication need. Data identifies a difference at end of key stages in Literacy</p> <p>Talk for writing – EFF research. Found that there was indicative evidence to support the use of imitation and innovation</p> | <p>Specific training provided by outside agency.</p> <p>Effective tracking and monitoring.</p> | <p>Class teachers</p> <p>SLT</p> | <p>Regularly at SLT. Ongoing regular review</p> <p>(£2000)</p>   |
| <p>C. Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason.<br/>                     (Also increasing pupils achieving HS/GD at the end of KS2)</p> | <p>Additional adults within specific classrooms to enable small group approach to whole class teaching. Focusing on improved concentration and enhanced learning of a mastery curriculum.<br/> <b>Support for teachers CPD in addressing specific gaps and tailoring resources to pupil need</b></p>                                   | <p>Smaller group approach, additional staff to meet needs of pupils, improved progress</p> <p><b>Additional teacher where possible to be directed to this approach (at least one day a week) Impact made by teacher is greater.</b></p>   | <p>Through pupil progress checking both formally and informally</p>                            | <p>MW/JE</p>                     | <p>Termly or at end of Maths area if required (£11,026)</p> <p><b>Ongoing through rigorous monitoring procedures (5,000)</b></p> |
| <b>Total budgeted cost</b>   |  |   |  |                                  | <p><b>£18,026</b><br/>(£20,000 with resources)</p>   |

| 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?   |
| <p>(A) Improve oral language skills for pupils eligible for PP in EYFS classes. Pupils developing a greater grasp of language and apply this in their reading and writing, thus diminishing the difference.</p> <p>(C) Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason. (Also increasing pupils achieving HS/GD at the end of KS2)</p> | <p>*Early intervention to support small groups and individual children in speech and language. Delivered by TA.</p> <p>*Personalised intervention programmes (small groups) finely tuned to meet individual needs. Where possible teachers to lead or experienced TAs</p> <p>*Experienced TA to support teaching and learning of small groups and one to one. <b>Use early Autumn assessment to inform groups/gaps in light of lockdown</b></p> <p>*Small group intervention in the afternoon to support small groups and 1 to 1 tutoring in Reading, Writing and Maths. Looking at expected and GD</p> <p>*After school booster classes to start January 2020 with teachers, also 1 to 1 support for individual children In Maths, Reading and Writing every morning with teachers.</p> <p>*Daily, intensive readers led by experienced TA.</p> | <p>Outcomes in reading and writing inhibit children from achieving GLD at end of EYFS.</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement (EEF Toolkit)</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence by John Hattie in Visible Learning and the EEF Toolkit.</p> | <p>Literacy lead to monitor impact, specifically measuring impact on PP pupils.</p> <p>Monitor progress at assessment weeks.</p>                               | <p>Literacy leader/SLT</p>                           | <p>Continuous assessment day to day of pupils and regular formal assessment to evaluate impact</p> <p>Ongoing monitoring, inclusive of termly assessment. (11,026)</p> |
| <p>(B) Improved outcomes for pupils as additional support and intervention is provided to meet individual social and emotional needs.</p>  | <p><b>New role in school of deputy wellbeing worker. Full time to support the individual needs of pupils, working, as much as possible, pro-actively, delivering intervention and engage relevant agencies</b></p> <p>Emotional wellbeing support worker delivering 1:1 and groups sessions to support social and emotional needs</p>  | <p>Previous work demonstrates that pre work with pupils and emotional intervention can impact positively on wellbeing and academic achievement</p> <p>Successful work completed in this area both with school staff and wider support. Pupils prove more ready to access learning. Solid relationships built to access learning.</p>  | <p>Class teacher and PP coordinator and SENDCo to monitor impact of interventions.</p> <p><b>Pastoral lead to monitor impact – case studies to support</b></p> | <p>Teacher intervention (18,750)</p> <p>CB/JE/MW</p> | <p>Regular informal observations of pupils. Formal case studies or review of reporting system (analysis of CPOMs) (£14,000)</p>  |
| <b>Total budgeted cost</b>   |  |   |  |  | <b>£43,776</b>   |

| 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?   |
| <p>D. Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.</p> <p>B. Improved outcomes for pupils as additional support and intervention is provided to meet individual social and emotional needs.</p> <p>E. Attendance of pupils eligible for PP diminishing the difference with other pupils.</p> <p>(B, D &amp; E) All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of areas of the curriculum.</p> <p>(B, D &amp; E) All children benefit from extra-curricular enrichment opportunities. This will have a life-long impact as well as adding to enjoyment of school.</p> | <p>Safeguarding and pastoral Manager role to:</p> <ul style="list-style-type: none"> <li>-offer support to parents/carers who may have concerns about their child/children's emotional wellbeing.</li> <li>-support families emotional needs through external agencies such as Including HeadStart and Early Help</li> </ul> <p>(Increased action and awareness - current COVID situation)</p> <ul style="list-style-type: none"> <li>-Use intervention such as Power Training for individual pupils to support their emotional needs and build resilience. Additional ELSA sessions introduced, assessing need when pupils return after lockdown</li> </ul> <ul style="list-style-type: none"> <li>-Attendance lead to monitor pupils and follow up quickly on absences. First day response provision. (Additional work with families on return to school following lockdown) Implementation of policy and specific monitoring and action of vulnerable pupils.</li> </ul> <p>Range of clubs offered free, such as breakfast club to enhance attendance and sports clubs such as table tennis to build relationships, resilience and enrichment offer (Breakfast club important to context of school on, where possible, we hope to continue. Other enrichment will resume where possible)</p> <p>Class trips to be subsidised by PP including annual Residential for Year 6 and Year 5 trip to Edinburgh.</p> <p>Extra- curriculum activities to promote health and well-being, and the interests of the pupils. Music tuition, group provided free of charge. (Some continuing under current measures, not all)</p> | <p>Support from within the school helps reinforce positive views of the school through an open and supportive network.</p> <p>In order to improve attainment, we must improve attendance. Trust-wide attendance policy has been implemented with rigorous monitoring to improve attendance.</p> <p>Experiences to develop self-confidence, self-esteem and resilience. Residential also promote teamwork, opportunities to develop relationships and independence within the older pupils within the school.</p> <p>Extra-curriculum activities will enhance pupils experiences at school and develop and improve enjoyment at school developing positive experiences for all children who attend.</p> | <p>Weekly SLT meetings to review support work for children and families.</p> <p>Monitoring of interventions and impact on other aspects of home and school life</p> <p>Implement Trust Policy and inform parents and staff of children's attendance.</p> <p>Weekly review of attendance – track and monitor all groups.</p> <p>Track and monitor – pupils attitudes to learning and academic outcomes</p> | <p>JL</p> <p>JL/JE</p> <p>SLT</p> | <p>Review weekly – CPOMs</p> <p>Termly reports to Trust (Cluster Meetings)</p> <p>Weekly and termly reviews of attendance</p> <p>Regular attendance review by deputy pastoral and monitoring by Safeguarding and pastoral manger. Ongoing (£12995.50)</p> <p>Monitoring of provisions provided and SLT to review impact and make changes where necessary (£5000 estimation depending on provision available)</p> |
| <b>Total budgeted cost</b>   |  |  |   |                                   | <b>£17,995.50</b>  |

**6. Review of expenditure 2020 2021  
(COVID Restrictions)**

**Academic Year 2020/2021**

| 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  | Cost   |
|---|--|--|--|--|
| A. Improve oral language skills for pupils eligible for PP in EYFS classes. Pupils developing a greater grasp of language and apply this in their reading and writing, thus diminishing the difference. | To continue to develop staff CPD in Talk for Writing to implement the strategy across the EYFS to encourage talk and speaking and listening through creative approaches to inspire and motivate children. Introduce and Implement Read/Write/Inc across EYFS and KS1 to raise outcomes in oral language skills.<br>Early intervention to support small groups and individual children in speech and language. Delivered by TA. | Staff have continued to develop in skills and delivery of T4W through in house CPD, regular reminders of expectations and through feedback. This has continued, where possible across the year.<br>Small group work had begun to see impact and EYFS pupils had made expected or better early progress.                          | Early intervention in EYFS is a model to continue to follow as early indicators were positive  | £9000<br>(Wages of staff still had to be paid so total was more across the whole year) |
| B. Improved outcomes for pupils as additional support and intervention is provided to meet individual social and emotional needs.   | Emotional wellbeing support worker delivering 1:1 and groups sessions to support social and emotional needs<br>-Use intervention such as Power Training for individual pupils to support their emotional needs and build resilience.   | As well as planned emotional wellbeing work in the first half of the school year starting to impact positively. Huge amounts of time and money have been invested to support pupils and their families during the lockdown. Emotional wellbeing has been directed through physical and emotional support and through pupils work | This level of support makes a difference to families and may be something we can continue with after the current pandemic  | £3500<br>Including additional cost and support over lockdown                           |
| C. Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Pupils leaving                                       | Personalised intervention programmes (small groups) finely tuned to meet individual needs. Where possible teachers to lead or experienced TAs<br>Experienced TA to support teaching and learning of small groups and one to one.   | Due to COVID 19 pandemic a measure impact in relation to previous academic attainment and comparison to national figures could not be made. These aspects have been incorporated into the strategy for next academic year.   | Ensuring that actions are consistent and where possible a consistent member of staff implementing the strategy to ensure assessment for learning is highly effective | £9000<br>Rough for support receives (wages contributed for full year)                  |

|  |  |  |  |   |
|--|--|--|--|---|
| <p>primary education confident in mathematics including the ability to problem solve and reason. (Also increasing pupils achieving HS/GD at the end of KS2)</p>                    | <p>Small group intervention in the afternoon to support small groups and 1 to 1 tutoring in Reading, Writing and Maths. Looking at expected and GD</p>   | <p>Early signs in FS2 was that data would have been in line with national had they made it to the end of the academic year.</p>  |  |   |
| <p>D. Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.</p> | <p>Inclusion Manager role to:<br/>         -offer support to parents/carers who may have concerns about their child/children's emotional wellbeing.<br/>         -support families emotional needs through external agencies such as Including HeadStart and Early Help<br/>         Range of clubs offered free, such as breakfast club to enhance attendance and sports clubs such as table tennis to build relationships, resilience and enrichment offer<br/>         *Class trips to be subsidised by PP including annual Residential for Year 6 and Year 5 trip to Edinburgh.<br/>         *Extra- curriculum activities to promote health and well-being, and the interests of the pupils.<br/>         *Music tuition – group music tuition provided free of charge.</p> | <p>Improvement throughout the first half of the year could be seen at an individual level but also at group levels. See case studies for evidence. A wide range of agencies are engaged to support individual pupils.<br/>         Impact of wider school offer has enabled relationships to be built further with pupils and families and providing pupils with experiences they may previously have missed out on.</p> | <p>This approach with continue and will be needed in greater form due to the COVID 19 pandemic.</p>  | <p>£7500 (pastoral)</p>   |
| <p>E. Attendance of pupils eligible for PP diminishing the difference with other pupils.</p>   | <p>Attendance lead to monitor pupils and follow up quickly on absences. First day response provision. (Additional actions linked with work above)</p>  | <p>Some individual cases has started to show improvement across the year and the whole school picture was improving for most groups throughout the first part of the year.<br/>         Due to the COVID Pandemic we are unable to measure data at this stage</p>  | <p>Attendance will be a key factor as school reopens and families will need a lot of support during the COVID19 situation to enable and access learning.</p> | <p>£5000 (pastoral)<br/><br/>         D and E would include salary of pastoral role (£30,000)</p> |

6. Review of expenditure 2019 2020

Academic Year 2019/2020

| 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  | Cost           |
|--|---|--|--|----------------|
| <p>Improve oral language skills for pupils eligible for PP in EYFS classes.</p>  | <p>To develop staff CPD in Talk for Writing to implement the strategy across the EYFS to encourage talk and speaking and listening through creative approaches to inspire and motivate children. Early intervention to support small groups and individual children in speech and language.</p> | <p>50% of children meet speaking ELG (3/6) PP children<br/>50% meet understanding ELG (3/6) PP children<br/>4/6 meet listening and attention ELG PP children</p> <p>T4W strategies were embedded across the school through Trust wide CPD. This has increased levels of confidence, engagement and oracy of retelling traditional tales.</p> <p>Dedicated staff member to deliver speech and language intervention across the school. Staff member has had NHS training to deliver the interventions and works on a protected timetable. TA file is kept with records of all intervention. Liaises with the SENDCO on a regular basis.</p> | <p>Low levels of starting points for many children, particularly PP, initially slowed the rates of progress that could be made with T4W. This year, targeted strategies have been put in place to ensure accelerated progress from September. Opportunities for parental workshops and engagement with T4W where completed (November 2019) in addition to new leadership for EYFS (September 2019) who has continued to raise the profile and embed T4W strategies across nursery and F/S.</p> <p>Continue to have dedicated staff member to deliver speech and language intervention across the school SENDCO to hold 1:1 meetings with TA at least half termly to monitor and review impact.</p> | <p>£27,012</p> |
| <p>Improve the % of pupils who are eligible for PP that attain the expected standard in writing and reading at the end of KS1. Improve the % of pupils who are eligible for PP that attain greater depth in reading, writing and maths at the end of KS 1.</p> | <p>Experienced TA to support teaching and learning within Year 2 class. Personalised intervention programmes (small groups) finely tuned to meet individual needs. Additional regular one to one/ small groups delivered weekly by experienced</p>  | <p>Class teacher and experienced TA worked closely together. Class teacher would then report to the headteacher on a weekly basis to review and monitor progress of the class.<br/><i>*PP pupils in Y3 currently are all boys- 2 SEN/ one is FG*</i><br/>Personalised intervention programme has secured GD for reading and maths in 2/6 PP pupils.<br/>Regular 1:1 and small group intervention was delivered using the TAFS to ensure progress for all children.</p>   | <p>Make use of EYFS data to ensure targets set for end of Y1/Y2 are attainable. Termly pupil progress meetings with a priority to discuss PP children. Experienced Y2 staff have taken their class up from Y1 to ensure rapid progress from the start of the year.</p> <p>Spring term 2020 sickness/absence analysis</p>   |                |

|   |   |  |  |  |
|---|---|--|--|--|
|   | teaching assistant.   | 2/6 pupils were targeted as daily readers due to home circumstances.   |  |  |
| <p>Improve the % of pupils who are eligible for PP that attain the expected standard in Reading, Writing and Maths at the end of KS2. Improve the % of pupils who are eligible for PP that attain greater depth in reading, writing and maths at the end of KS 2. C</p> | <p>Experienced TA to support teaching and learning of small groups and one to one.<br/>Small group intervention in the afternoon to support small groups and 1 to 1 tutoring in Reading, Writing and Maths.<br/>After school booster classes to start October 2018, to be led by SLT. 1 to 1 support for individual children in Maths, Reading and Writing every morning.</p> | <p>2019 KS2 SATS majority of PP children made at least expected progress from statutory P.D.P (previous data points EYFS/KS1). Attainment in all subs was above 'national dis' but below 'national other' – gap is diminishing but must do so further</p> <p>Gap to national other significantly improved in comb, Reading, Writing, and Maths by as much as 30% in some cases. Also seen at GD too.</p> <p>2019 HS comb in above national dis but below national other. Ind subjects are below in both</p> <p>Small group interventions took place throughout the year to ensure at least expected progress throughout the year.</p> <p>Before/after schools boosting groups to ensure rapid progress.</p> <p>Trust-wide intervention in the Spring term for the majority of the pupils-experienced teachers supported pupils to narrow the gap for the end of KS2.</p> | <p>Continue with small-group targeted intervention from September to narrow the gaps for pupils.</p> <p>Targeted daily readers supported by experienced TA.</p> <p>Trust-wide intervention to take place Spring 2020.</p> <p>Small group intervention to take place during breakfast club hours.</p> <p>1:1 support for targeted children during the Spring term, focusing also on GD pupils</p> |  |
| <p>Continue to support our children and families to support emotional needs. E I</p>  | <p>Inclusion Manager – to offer support to parents/carers who may have concerns about their child/children's emotional wellbeing.</p>   | <p>Fully-funded young carers club to support pupils social and emotional needs.</p> <p>Home visits conducted regularly to support families' social and emotional</p>   | <p>Greater tracking of engagement of PP families</p> <p>Continue with home visits to ensure strong relationships and support for vulnerable families</p>   |  |

|   |   |  |   |  |
|---|---|--|---|--|
|   | To support families emotional needs<br>Including HeadStart and Early Help   | needs. This has built positive, strong relationships between the school and families.<br>Inclusion manager has supported families by completing referrals<br>Case studies reflect improving picture  | Contact early help for drop in sessions   |  |
| Continue to support our children and families to improve attendance rates and punctuality, so that the gap in attendance rates is diminished between those eligible for PP and those that are not eligible. F | Full-time Inclusion Manager (attendance lead) employed to monitor pupils and follow up quickly on absences.<br>First day response provision.<br>Free Breakfast Club<br>Free table tennis and Lexia club for children to attend during Breakfast Club.<br>Small social groups (SEL) working with TA weekly | Improvements can be seen in PPs attendance between 17/18 and 18/19<br><br>As well as adopting Trust-wide policies and procedures, St. Anthony's have also launched a new initiative (H.E.R.O), weekly attendance assembly and trophy. Half-termly attendance prize for highest attending class (theatre/cinema).<br><br>Free breakfast club / table tennis is popular and well-attended.<br><br>Headstart/power training strategies in place<br><br>Case studies reflect improving picture | Attendance and punctuality is a city-wide issue that has been discussed at Hull heads. As well as adopting Trust and school strategies, we will be following any city-wide strategies.<br><br>Track PP attendance at breakfast club.<br><br>Track PP attendance at table tennis.<br><br>Target power training for all year 5 and year 6 pupils. |  |