

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Anne's RC Primary School
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Phil Bates Headteacher
Pupil premium lead	Katrina Williams
Governor / Trustee lead	Dermot Glennon, Lead for Pupil Premium

Funding overview

Detail – 2021 – 2022 – Year 1 of 3	Amount
Pupil premium funding allocation this academic year	£41,005
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,195

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's Primary School, it is our intention that all pupils, regardless of any challenges they face, make good progress and achieve high attainment across all areas of school life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress academically as well as ensuring we give those pupils an education and experience that will enable them to grow into well rounded and responsible adults of the future.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced by those pupils. This alongside research from the EEF. We will continue to target the funding at areas of disadvantage to ensure that all children can achieve. High quality teaching will always be at the core of our approach, this is proven to have the greatest impact.

Our approach is reactive to the challenges we experience and the individual needs of those children identified as disadvantaged. This is rooted in clear diagnostic assessments and not assumptions.

Our strategy is also integral to wider school plans and includes targeted intervention support for pupils whose education is affected by disadvantaged.

The challenges are varied and there is no "one size fits all".

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment in Reading, Writing and Maths, not meeting year group expectations.
2	Low progress in Reading, Writing and Maths, not meeting year group expectations.
3	Attendance and punctuality of identified PP children (and missed schooling due to COVID)
4	Children who joined St Anne's during their education, and have attended different schools and may have gaps in their learning.
5	Limited experience of life outside school compared to their peers.

6	Low self-esteem in regards to individual learning and their curriculum.
---	---

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children to make expected progress in reading and maths through being taught a differentiated and challenging curriculum.	Termly data collection and analysis as well as discussion at pupil progress meetings. End of year/school results. Results measured against PP children.
Close attainment gaps in English and Maths for PP children.	Termly data collection and analysis as well as discussion at pupil progress meetings. End of year/school results. Results measured against PP children.
Children to attend range of out of school clubs, including sports clubs, music lessons etc.	Collect soft data where PP children are taking part in activities offered by school. Highlight any barriers to children's participation. After school or during school, lack of interest, misconception etc.
Children's social and emotional needs are met.	PASS testing to give benchmark – their attitude to themselves and school. This to be completed at beginning and end of year. Regular conversations with class teachers to discuss children's personal progress.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments - PASS	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Based on EEF research.	4, 5, 6
Staff CPD	Regular staff meeting updates are held termly but high quality staff CPD is essential to follow EEF principles.	3, 5, 6
Year 1 HLTA costs	Schools should try and organise staff so that the pupils who struggle or have had disruption in their education have as much time with support is important. The old model of deployment where TAs are assigned to specific pupils for long periods is becoming less and less whereas the requirement of a more strategic approach to classroom or year group organisation is more beneficial.	1, 2
Cost of teaching support during class time	TAs having a direct instructional role within class is important and they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching but then supported through high quality teaching assistants.	1, 2, 60

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition Reinforce classwork and prepare for future learning opportunities.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (EEF)	1, 2
Times Table Rockstars (£201) – the schools maths data is down to TT and	Through daily and weekly practice the children will develop and embed times tables knowledge. Through a clever code behind the scenes works out which times tables facts each pupil is consistently taking longer to answer and then it gradually starts to present these facts more frequently until pupils have mastered them.	1, 2, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of new books to inspire children and their reading.	Based on PASS testing results children's confidence in being prepared for learning is an area to watch. Through purchasing of books of these topics the children can have ownership over their learning and knowledge.	5, 6

School trip provision	<p>All trips offered by St Anne's enable children to experience the outside of class learning and will engage them for further studies.</p> <p>March 2022 – Liverpool Philharmonic (music led)</p> <p>Spring 2022 – Year 5 Great Expedition</p> <p>Summer 2022 – Year 6 trip to Towerwood (residential)</p>	5
-----------------------	---	---

Total budgeted cost: £41,005

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pre-teaching and consolidation ensures all children can access the curriculum. Staffing costs have been expensive but effective in delivery by high quality teachers or HLTAs. This enables children to access the curriculum, both prior to and after studying class.

All children were effectively cared for and monitored during the National lockdown of January to March, either in school or at homes. Through phone calls, barriers were identified and where possible were rectified. For example parents collected laptops for those children struggling to access Teams and the lessons online.

St Anne's has worked with Edge Hill, St Bede's and our Catholic Primaries on projects to provide opportunities for all our learners, although this has been limited during Covid times, staff have worked hard to continue this.

West Lancashire Sports Partnership has provided multiple opportunities for children to participate in extra curricular activities.

Age appropriate, curriculum centred class readers drive the school's love of reading. Teachers model their love of reading. Two books per half term as well as class novels are enjoyed through shared reading in each class. Vocabulary to support learning is also evident with topic knowledge organisers on the school website to allow parents and carers to support the learning in school, this year through conversations staff will ensure Pupil Premium are aware/using these documents.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider