

Pupil Premium Review 2021-2022

(This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year) .

<p>Purchase of FFT ASPIRE- using the Attendance package to monitor attendance</p> <p>This provides us with a full analysis of attendance and absence patterns over the academic year – allowing us to monitor attendance trends and concerns across school</p>	<p>By law, all children of school age (aged four to sixteen) must receive a suitable full-time education.</p> <p>There is strong evidence that good attendance at school is not just valuable, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop:</p> <ul style="list-style-type: none"> ● Friendships ● Social skills ● Team values ● Life skills ● Cultural awareness ● Career pathways 	<p>3</p>
Intended outcome	Success criteria	
<p>1.Improved communication and oracy amongst our disadvantaged pupils.</p>	<p>Assessments, observations and discussions indicate significantly improved oracy and communication among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment (EYFS).</p>	
<p>2.Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2</p>	<p>KS1 maths outcomes in 2024/25 show that more of our disadvantaged pupils met the expected standard.</p>	

	KS2 maths outcomes in 2024/25 show that more of our disadvantaged pupils met the expected standard.
3.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance and punctuality from 2024/25
4.Improved behaviour of the small group of our disadvantaged pupils	CPOMs negative behaviour logs, discussions with staff and pupils and behaviour intervention are evident of improvement in behaviour incidents for our small group of disadvantaged pupils
5.Improved well- being and resilience, particularly of our disadvantaged pupils	There are sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from our CPOMs logs, intervention timetables and targeted support programmes, feedback from therapy support providers, student voice, student and parent surveys and teacher observations

Outcome 1

Activity

Embedding dialogic activities across the school curriculum. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training, SALT support and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
To focus on speech, language and communication in EYFS including SALT	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1

supporting for half day a week.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
<p>The SENDco has worked closely with to coordinate speech and language needs across school. A termly planning meeting is held which involves reviewing the previous terms involvement and discussing the next group of children to be assessed.</p> <p>Support includes -</p> <ul style="list-style-type: none"> • talking to parents to get the child's case history and concerns the parents have regarding their child's speech and language and communication skills • Observing and assessing individual children • Feeding back to class teacher and / or teaching assistant • Providing resources to support suggested interventions and activities • Speech and Language 'surgery' providing drop in time for staff to discuss children they are concerned about / support with interventions they are doing with children / additional resources • Transition meetings with previous teacher and new teacher to handover reports and advice and where the child is up to with their program • Staff training about specific need within the school to have a wider impact e.g. autism in girls <p>Impact</p> <p>Staff are more aware now of identifying need and liaising with Speech and Language therapist to ensure the child's needs are met. He emails the teachers with the resources and these are implemented through interventions with the teaching assistants or resources that can be implemented as a whole class or within lessons. The biggest impact is often helping parents to understand their child's needs and they can then support them at home more. Children are grouped for an intervention (sometimes the program recommended is 1:1) often children who haven't been individually assessed by him may still receive intervention that he has given as other children within the class are presenting with a similar need / difficulty.</p> <p><u>Outcome 2</u></p> <p>Activity</p>		
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for	2

<p>planning in line with DfE guidance.</p> <p>We will provide a personalised Maths curriculum that fosters and sustains enjoyment and is sequenced in a way in which our children 'know and remember more'</p>	<p>Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>2. Mathematics</p>	<p>Internal and external (where available) assessments, deep dive observations and discussions indicate that Math's attainment among disadvantaged pupils is below that of our non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • Mathematics is taught using the Power Maths scheme flexibly along with other teaching resources like White Rose Maths. Year 1-6 teach mathematics for one hour each day, with an additional 10-minute arithmetic / number sense session. • Number resources (i.e. place value counters / cards, base ten, tens frames, Numicon, Cuisenaire) are allocated to each class or year group and are used in lessons daily as part of the CPA (concrete, pictorial, abstract) approach. • Mastering Number program from the NCETM used in Rec & Y1 to support number sense. This is additional to the Maths lesson. • Peter Dickinson supporting more able pupils in Y5 & 6 to challenge the children and expose them to high level questions and activities. • 1:1 Tutoring in Y4-6 working on gaps in knowledge identified by the teacher. • After school enhancements in Y2 and Y6 to work on gaps in learning. • Times Table Rockstars club in Y4 to support fluency in multiplication. • Training and CPD provided or Teaching Assistants in 1stClass@Number programs, The CPA approach and Bar Modelling. • Training for teachers provided on the use of concrete materials to support teaching the four operations. • Maths workshops provided for parents in KS1 and KS2. <p>Feedback from the latest Maths Drop-ins</p> <p>CPA & Counting</p> <ul style="list-style-type: none"> • Counting stick used to support the counting starter activity. Counting was evident in most lessons. Some children explained that they also count in decimals and fractions too. 	

	<ul style="list-style-type: none"> Manipulatives such as 3D Shapes, cubes, bead strings, double sided counters and ten frames were used in some lessons. <p>Kagan / Opportunities to talk about Maths</p> <ul style="list-style-type: none"> Children were encouraged to share answers with partners (TTYP) Kagan structures like Pair Share were used to structure which partner spoke first. Round Robin, Rally Coach, Rally Robin were used and the children were familiar with these structures. <p>Stem Sentences</p> <ul style="list-style-type: none"> Correct terminology was used and encouraged within the lesson. In some lessons the children were able to define the terminology correctly. Key Vocabulary was displayed on working walls. <p>Working Walls</p> <ul style="list-style-type: none"> Working walls linked to the current topic and were evident in most classes.
<p>Next Steps</p> <ul style="list-style-type: none"> Ensure children are not saying one-word answers and using stem sentences. E.g. The answer is 6 because eight subtract 2 equals four, instead of just replying with 6. Model saying stem sentences using, I say, you say, we say, as repetition is a key concept to embedded mathematical knowledge within the lesson. Incorporate more kagan structures and partner work so that children can support each other and highlight mistakes to each other. Limit call on one and hands up. All children should have the opportunity to answer questions either by writing on whiteboards and / or sharing with the partner using a structure, then the teacher chooses who speaks. Check that working walls are up to date and the writing is big enough on the working wall so that it can be seen. 	
<p><u>Outcome 3</u></p>	
3.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance and punctuality from 2024/25



<p>Purchase of FFT ASPIRE- using the Attendance package to monitor attendance</p> <p>This provides us with a full analysis of attendance and absence patterns over the academic year – allowing us to monitor attendance trends and concerns across school</p>	<p>By law, all children of school age (aged four to sixteen) must receive a suitable full-time education.</p> <p>There is strong evidence that good attendance at school is not just valuable, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop:</p> <ul style="list-style-type: none">• Friendships• Social skills• Team values• Life skills• Cultural awareness• Career pathways	3
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Systems in place

In- house monitoring and actions

As part of our Attendance monitoring, Louise and SLT carry out several home visits – including as part of the CME process- 'Children Missing in Education', initial concern letters are in place and Attendance panel meetings are held, for those families who hit attendance concern triggers.

Celebration of attendance certificates/ school pencils are given out at the end of terms – for those who have improved or 100 % attendance.

Attendance is reported to parents on a weekly basis through the school Newsletter- this is also shared with Governors.

Reason for absence calls; including first day absence calls are made daily.

Regular attendance calls are also in place for our vulnerable children including but not limited to those on Child Protection plans and those with other external agency support.

Vulnerable Children-All staff have a list of those deemed 'vulnerable 'children in their class – if these children are absent the following procedures are followed-

Vulnerable Children Absence Procedures

1. Class staff to notify office by 9am if child is not in school
2. Office staff to contact parents/carers for explanation of absence
3. Office staff to notify SLT by 9.15am of absence and reason for absence (if contact was made with parent/carer)
4. SLT to notify social worker by telephone call where possible or email if contact cannot be made
5. Conversation/email to be logged on CPOMS
6. Decision made by SLT whether home visit is required

External Attendance Monitoring Package

Attendance monitoring

Our external online Attendance monitoring system -Aspire Attendance Tracker from FFT, provides us with a full analysis of school's attendance and absence patterns throughout the academic year. It enables us to make comparisons to other FFT national attendance data as well as monitor attendance of the whole school, class /identified groups and individual pupils. Reports are produced

% Attendance headlines for Academic Year 2021-2022

Whole school

Attendances	93.71
Authorised absences	4.57
Unauthorised absences	1.72

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Including		
Approved Educational Activity	882	0.54
Lates before reg closed	169	1.04
Lates after reg closed	376	0.23
Unexplained absences	6	0.00

(See also Outcome 5 for further interventions from FSW)

Further information

- At the start of the year there were 85 Children who had X codes due to COVID related illnesses but after Local Authority Guidance, this did change to I codes.
- There were approximately 25 Panel meetings held with parents – attendance agreement letter in place – these were logged on CPOMs
- There were 12 fines issued

Priorities/ next steps for Autumn Term 2022

- Attendance Action Plan to be written for this Academic Year-GR/LP
- Regular attendance meetings to be resumed-GR/LP
- Staff member to attend **the Manchester School Attendance Conference 2022**-an opportunity to look at the new Department for Education (DfE) guidance, 'working together to improve school attendance', more closely as well looking at Manchester's strategic response for 2022/2023. The Manchester School Attendance Conference will pull together the latest research, best practice, discussions and case studies providing an essential conference delivering support, information and practical guidance on Manchester's strategic approach.

Outcome 4

4.Improved behaviour of the small group of our disadvantaged pupils

CPOMs negative behaviour logs, discussions with staff and pupils and behaviour intervention are evident of improvement in behaviour incidents for our small group of disadvantaged pupils

Activity

Whole staff training both in-house and brokered on behaviour management and anti-bullying approaches with the aim of developing our bespoke St Anne's way school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall impact. Behaviour interventions EEF (educationendowmentfoundation.org)
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Behaviour staff meetings regularly - these were held for all staff including LO's and TAs and were delivered by different staff – including teacher who had been using the Paul Dix approach within her classroom so it was felt that she could discuss using it first-hand. Also Co-led with Emma to link to SEND Behaviour needs

Everyone bought Paul Dix book to read as part of whole school Behaviour approach

All staff looked at what we wanted our school rules to be

Assembly held with all pupils to find out what they thought our school rules were

Parents – random sample what they thought our rules were

Staff meeting held – discussed what they thought of school rules and talked about how these could be streamlined for ease and clarity- came up with their own school rules and what these would look like.

Another Assembly held with all children to share new behaviour Policy and behaviour expectations.

After the above- new Positive Relationships Policy written and shared with all Stakeholders

Meetings with behaviour lead and SENDco on regular basis and Behaviour plans discussed in line with whole school expectations

Training brokered in from Kate Alley BV – on RRS and positive handling strategies. Also arranged for Kate to come in and support pupils who had been identified by class teachers as challenging or felt needed more expertise and advice/ support with effective behaviour strategies

Negative consequences pro-forma written, shared, developed, re-written – shared with all stakeholders, re written in light of feedback to incorporate all the things that have been shared and discussed this year

Outcome 5

5.Improved well- being and resilience, particularly of our disadvantaged pupils	<p>There are sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from our CPOMs logs, intervention timetables and targeted support programmes, feedback from therapy support providers, student voice, student and parent surveys and teacher observations
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Activity

Therapeutic and pastoral support provided- both through external support CARITAS X1 day a week and in-house – play therapy X 1 day a week and family –pupil support worker x 3 days a week	<p>There is strong evidence to suggest that Schools and colleges play a pivotal role in supporting the mental health needs of children and young people in their care. This includes but is not limited to the promotion of good mental health and the creation of an environment where children felt safe and happy; the observation, identification and assessment of need; the provision of support and referrals to, as well as the delivery of, specialist therapeutic provision</p> <p>Supporting Mental Health in Schools and Colleges DFE August 2017</p>	3,4,5
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Drawing and Talking

Drawing and Talking is a safe and gentle therapeutic approach, which provides an effective way for children and young people to process emotional pain or trauma they may be experiencing.

Children are impacted emotionally by many different events, struggles or traumas. Sometimes they are unable to make sense of how they are feeling and how those feelings are impacting on their happiness and ability to navigate the world.

Our Drawing and Talking practitioner works 1:1 with children she has received referrals for, for 30 minutes, once a week over 12 sessions. Within the sessions, the child will draw anything they choose and will be encouraged to talk about feelings using storytelling language to help them make sense of their internal world.

The technique is intended to allow the child to play, by drawing a picture, and process any emotions they are holding internally in a safe and none confrontational way, working at their own pace.

The sessions remain confidential between the child and her. At the end of each session, the child's picture will be put into their folder and kept safely away until the next session. At the end of all the work (12 sessions), when the child is feeling better, the folder is handed back to the child for them to keep as they wish.

Drawing and Talking is not intended to be used as a tool to 'find out' what is wrong or why the child behaves the way they do. It is not behaviour modification or used to fix a problem that a child has or is experiencing.

At the beginning of the 12 sessions the practitioner asks the referrer to complete an SDQ score sheet which she then compares to another, she asks them to complete on conclusion of the 12 sessions. This highlighted any change if any in the child's emotional health needs. The practitioner has more recently changed this approach and used The GAT Scale, this is a resource that has been seconded and re-purposed (from the Strengths and Difficulties Assessment Tool) to assist the Drawing and Talking community as it goes some way to illustrating the effectiveness (or not) of any particular intervention. Furthermore, when the 12 sessions have come to an end she asks the child to complete a child friendly questionnaire to feedback to myself how they found the sessions.

Relax Kids

Relax Kids classes give children the chance to make new friends, build confidence and self-esteem as well as learn tools that will set them up for life.

The sessions are once a week, last between 45 and 60 minutes and run for 6 weeks. Sessions are different from any others as they use a unique combination of mindful games, storytelling with exercises, stretching, breathing, massage as well as positive affirmations, visualisations, mindfulness and relaxations. The programme allows children to have fun but also learn vital skills that will help them for years to come. Children learn skills that they can use every day; how to relax and improve their sleep, how to self soothe, increase their brain power, develop their self-confidence, manage their moods or emotions and manage stress and anxiety as well as develop self-confidence.

Again, these sessions are offered to children following referrals received by the Family Support worker from teaching staff with concerns relating to children's emotional health.

Social and Emotional Support

Finally, the FSW also holds drop-in sessions which are open for children to freely come to see her if and when they need someone to talk to or help and support with their emotional health. These sessions range to best support each child, this could include to name a few, mindful colouring, activities to help build their confidence, supporting them to improve their friendships, guiding them in how best to regulate their emotions or even just someone to share their feelings and thoughts with. She ensures children are able to do all of this in a safe and contained environment.

On a few occasions these drop-in sessions have led her to further speak to the child's class teacher to see if they feel the child would benefit from some more in-depth support. Following on from this the teacher would complete a referral for her highlighting which concerns they may have in regards to the child's emotional health. Once the FSW has taken the referral into consideration she will adapt resources she has to best suit the child's needs. A consent form is sent out to parents informing them that after consultation with her and the child's teacher, it has been decided that we believe their child would benefit from some 1:1 support to help them with their social and emotional needs. Explained to the parent, that this will be a gentle, non-intrusive method of working with their child to offer them a little extra help.

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
Accelerated Reader	Renaissance
Speech and Language Therapist	NHS

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