

St Anne's RC Primary School Pupil Premium Strategy (PPS) DRAFT 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
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	35
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Jacques (Interim Executive Headteacher)
Pupil premium lead	Gemma Regan (Head of School)
Governor / Trustee lead	Damian Ganley (Pupil Premium Governor)

Funding overview

September 20 – August 21 - (for reporting over 2 financial years)

Detail	Amount
Pupil premium funding allocation last academic year Sept 20 – March 21 @142 pupils at £1,345 = £190,990 /12 months x 7months = £111,411 March 21 – Aug 21 @ 152 pupils at £1,345 = £204,440 / 12 months x 5 months = £100,183	£211,594
Recovery premium funding allocation last academic year	£22,040 (based on 152 children at £145)

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	£233,634

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's, high-quality teaching and learning underpins all that we do- it is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our intention is that all of our pupils, irrespective of their background or the challenges they face, make at least good progress and indeed achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve this goal, including progress for those pupils in our school- who are already high attainers.

High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

When making decisions about using our Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through both the National Tutoring and School led Tutoring Programmes for our pupils whose education has been worst affected, including non-disadvantaged pupils.

Common barriers to learning for disadvantaged children, can include but are not limited to

- Parental engagement, less or lack of support at home, poor language and communication skills, lack of confidence sometimes due to own education experiences, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing- including poor housing, diet, poverty, lack of communal living space/accommodation, social worker / outside agency involvement, young carers. Such challenges are varied and there is no "one size fits all".

Our approach is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not by making ill-informed assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

At St Anne's our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in our school to achieve or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing; enabling them to access teaching and learning at an appropriate level.

We strive to do this through

- Provision of high-quality teaching and learning opportunities-this meet the needs of all our pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that our disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified

The range of provision for our Pupil Premium Children, includes but may not be limited to -

- Ensuring that all our teaching is good or better; ensuring that the quality of teaching for all our children is improved.
- A planned timetable of targeted interventions, led by teachers, teaching assistants and tutors- improving opportunities for effective teaching and accelerating progress
- Provision of 1-1 support where appropriate
- Additional teaching and learning opportunities provided through external agencies- i.e. DEBATE MATE, OLHS.
- Supported contribution payment for activities, educational visits and residential. Ensuring that children have first-hand experiences to use in their learning in the classroom and beyond.
- Behaviour support -in-house and brokered

Challenges

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

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Challenge number	Detail of challenge
1. Poor communication and oracy skills	Audit, Assessments, observations, and through discussions with pupils indicate underdeveloped oral communication, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2. Mathematics	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.
3. Attendance and Punctuality concerns	Our attendance data indicates a gap between attendance among our disadvantaged pupils and non-disadvantaged pupils
4. Behaviour	Through CPOMs logs, discussions with staff and children within a core group of our disadvantaged children- we recognise that we need to prioritise strategies and support with self-regulation

5. Well-being and emotional resilience	Our assessments, surveys, observations and discussions with pupils and families have identified social and emotional issues for pupils- these challenges particularly affect our disadvantaged pupils. Pupil referrals for Therapy support have increased.
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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
1. Improved communication and oracy amongst our disadvantaged pupils.	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).
2. Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2	KS1 maths outcomes in 2024/25 show that more of our disadvantaged pupils met the expected standard. 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

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: To be costed (50% which is 'recommended allocation' of PP is £105,797)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments- NTS.</p> <p>Guidance for staff- especially those new to school/year groups to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2,3,4,5</p>
<p>Embedding dialogic activities across the school curriculum. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training, SALT support and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum 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>The DfE non-statutory guidance has been produced in conjunction with the National Centre for 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</p>
<p>To implement robust RE, PSHE, RSE, RRSA curriculum, improve the quality of our provision and teaching approaches, these will be embedded into routine educational practices and supported by professional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

development and training for staff.		
<p>Quality Assurance-(both by subject leaders and externally) that our high standards for high quality teaching, in line with our Teaching and Learning Policy (the St Anne’s way Way) are embedded.</p> <p>Assistant Head Teachers are appointed for each phase and have dedicated weekly release time.</p> <p>Subject leaders and TLR post holders have CPD to support their role development and dedicated release time.</p>	<p>The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.</p> <p>Using your pupil premium funding effectively – Education Endowment Foundation</p>	1,2,4,5
<p>All teachers to access high quality, relevant CPD- including that which is led in-house and externally</p> <p>Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher 'career stage development.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>The EEF Toolkit: High Quality Teaching</p>	1,2,4,5
<p>Ensure that teaching assistants are given sufficient time to engage in weekly CPD activities which are systematically planned in line with whole school priorities</p>	<p>The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.</p> <p>Using your pupil premium funding effectively – Education Endowment Foundation</p>	1,2,4,5
<p>Additional TA's have been employed to support class teachers with teaching and learning and supporting the needs of individual classes across school</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	1,2,4,5

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

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

Budgeted cost: To be costed (25% which is 'recommended allocation' of PP is £52,898)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,5</p>
<p>To focus on speech, language and communication in EYFS including SALT supporting for half day a week.</p>	<p>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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>To develop communication skills across all areas of the curriculum to enable our pupils to become confident, effective communicators</p>	<p>There is a wide body of research which shows that lower levels of Oracy directly impact children's life chances.</p> <p>The Communication Trust's 2017 report, Talking About a Generation found that children who struggle with language or have poor vocabulary at age five are:</p> <ul style="list-style-type: none"> ● Six times less likely to reach the expected standard in English at age 11 than children who had good language skills at five. ● Ten times less likely to achieve the expected level in Maths. 	<p>1</p>

	<ul style="list-style-type: none"> • More than twice as likely to be unemployed at age 34 as children with good vocabulary. • Twice as likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part. <p>The impact of oracy is clear. We aim to prepare our children for life and without good oracy skills children will be at a disadvantage</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: To be costed (25% which is 'recommended allocation' of PP is £52,898)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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 Supporting Mental Health in Schools and Colleges DfE August 2017	3,4,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Purchase of FFT ASPIRE-	By law, all children of school age (aged four to sixteen) must receive a suitable full-time education. There is strong evidence that good	3

<p>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>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>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.</p>	<p>Both targeted interventions and universal consistent approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4.
<p>To develop and run a wide and varied programme of enrichment clubs with a clear curriculum focus -to ensure children have the opportunity to embed and apply skills developed across a broad range of curriculum areas- thus enabling our children to apply skills in real-life contexts.</p>	<p>There is lots of evidence which shows that through enrichment opportunities and experiences in school - children are equipped with the knowledge, skills, ability and determination to make a positive contribution to their local community and beyond.</p> <p>Such opportunities further help –</p> <ul style="list-style-type: none"> -Children develop their interests and talents. -Enable children to develop their character, including resilience, confidence and independence. -Teach children how to keep physically and mentally healthy. -Prepare them for future success. -Equip children to be responsible, respectful and active citizens. 	1.3.4.5
<p>Supported contribution payment for activities, educational visits and residential.</p>	<p>It is proven that taking pupils on educational visits and residential school trips during their primary years is hugely beneficial from an educational perspective. Indeed, there is a growing body of evidence demonstrating the positive impact of residential experiences both on young people's academic outcomes and their wider development.</p> <p>Some examples of these benefits include but are not limited to-</p>	1,3,4,5

	Developing independence Improved confidence, well-being and self esteem Improved teacher and student relationships Engaging hard to motivate students	
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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.

Outcomes	
	<i>Desired outcomes and how they will be measured</i>
1. Barrier A and C	All pupils will make good or better progress, in order to cover 4 terms of curriculum content in the three school terms 2020-2021. Careful tracking will ensure PPG will not be more adversely affected and gaps will narrow for the current Year 2 and 6 cohort.
2. Barrier B	Progress in phonics will be rapid, with additional support for the least able, in order to close the phonics gap as soon as possible in KS1, through the introduction of Read, Write, Inc in Reception and Year 1.
3. Barrier D	An increased focus by Deputy Headteacher and Attendance Lead will continue to identify early and provide support for children and their families falling into, or at risk of being, persistently absent. There will be increased focus on improving overall attendance for the children eligible for PPG in order to narrow the attendance gap to within 5%.

Outcome 1

The tables below show the actual attainment for year groups 2 and 6 during 2020 -21 by whole cohort and by those children eligible for the pupil premium grant.

Reading

Year Group (Cohort)	All	Disadvantaged
2 (58)	56%	47%
6 (63)	75%	70%

Writing

Year Group	All	Disadvantaged

(Cohort)		
2 (58)	48%	33%
6 (63)	60%	52%

Maths

Year Group (Cohort)	All	Disadvantaged
2 (58)	50%	24%
6 (63)	70%	63%

Overall Progress

The disruption to education this year has had a significant impact on progress and attainment. The gap in reading was just 9% between disadvantaged and all in Yr2 and 5% in Yr6. This is a minimal gap for reading.

In writing, the gap in was 15% between disadvantaged and all in Yr2 and just 8% in Yr6.

In maths, the gap was widest in Year 2 at 26% between disadvantaged and all in Yr6 and just 7% in Yr6.

This shows that perhaps higher engagement and involvement in independent learning during periods of remote learning were more successful for our older children.

Outcome 2

The Year One phonics screening data shows evidence of high quality investment in both teaching and learning of the cohort – the data shows a 2% gap in favour of the Pupil Premium pupils which further indicated the provision of Phonic lesson – through Read, Write Inc was highly effective including that done via blended and virtual learning.

Cohort	91% expected standard
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Pupils eligible for PPG	93% at expected standard
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Outcome 3

Attendance overview 2020-21

The disruption to attendance this year has had an obvious impact on attendance and therefore it is difficult to make comparisons or assumptions related to this data – this is due to lockdown, bubble closures and children who were self-isolating due to COVID. The gap in attendance data between disadvantaged is 3% and compared to whole school attendance is only 2%.

Group	Attendance
All pupils	96%
PPG	94%
Not PPG	97%%

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.