



St Anne's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding is on numbers from academic year 2022-2023 this is 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
St Anne's Catholic Primary School	
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	29% (78 pupils) 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Covering 3 academic years)
Date this statement was published	October 2021(updated Nov 2022 and Nov 2023)
Date on which it will be reviewed	Reviewed July 2023 (See additional evaluation) next review July 2024
Statement authorised by	Head Teacher- Rachel Crolla
Pupil premium lead	Deputy Head Teacher- Sharon Wylde
Governor / Trustee lead	Carmel Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23-24	£94,560
Recovery premium funding allocation this academic year	£ 9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 103, 695



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At St Anne's we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils.

We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Providing Quality First Teaching for every child in our school
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment including attendance, behaviour and hunger.
- Ensuring that the PPG reaches the pupils who need it most.

Our Implementation Process

We have selected a small number of priorities to give them the best chance of success. We use evidence-based interventions and learn from our experiences, which is why we assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

We will:

Explore

- Use analysis of attainment and progress data, stakeholder consultations and local knowledge to inform our strategy.
- Systematically explore appropriate evidence based interventions.

Prepare

- Develop a clear and logical plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations including a baseline measure to show starting points.
- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support and monitoring.

Sustain

- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices
- Linked to key priorities in the School Improvement Plan, Sports Premium and Professional Development Plan.

Our Tiered Approach

To prioritise our spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

Challenges

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

Challenge number	Detail of challenge
1	Identified groups of children in a number of cohorts have increased barriers to learning due to being both disadvantaged and SEND and or EAL. A bespoke curriculum needs to be planned and delivered ensuring the needs of these children are met in the most suitable and effective way to enable rapid and sustained progress for them individually. Increasing mobility (inward) of children mid year from overseas is exacerbating this currently. More barriers exist to children accessing the curriculum and needing support in acquiring English and in facilitating communication.
2	Mathematical fluency and reasoning - involving accurate use of mathematical vocabulary in exemplifying answers..
3	ACES, parental mental health challenges and barriers to positive parenting continue to have an impact on families and has become more significant for a number of children since return from Covid 19 lockdown. This presents greater barriers to academic development and achievement, attendance and punctuality along with emotional and mental wellbeing for a group of children This requires high staff ratio for these children, with staff training specific to these needs, tailored timetabling and lesson structure and increased support of family intervention, provided by school. It also increasingly demands high levels of staff CPD in therapeutic approached and work.
4	The large majority of pupils enter nursery with low level communication and language skills which impact upon their subsequent language and literacy development. This requires significant intervention and input to address ensuring they make rapid progress in phonics and early reading, across EYFS and into KS1.

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
For identified groups of children there is rapid and sustained progress across the curriculum.	Children with multiple barriers have the access to a timetable, full curriculum and activities in smaller group teaching that will be tailored to the needs of these children to support their learning styles and emotional needs. Strong liaison with external agencies to support required provision for these children. Presenting a 'Team around the Child and Family approach' to their provision Progress and attainment is raised diminishing the gap between these children and their non vulnerable peers.
Raise progress and attainment in Maths for identified children.	Continue to raise standards and teaching in Maths and children continue to catch up with missed mathematical learning through the use of online mathematical learning tutoring. Remaining gaps in learning are addressed with pre teach sessions to enable appropriate progress to be made within their current year group. Accurate and fluency in the use and application of mathematical language is consistent and strong.
Personal and academic needs are met very effectively.	Children will access learning in a variety of situations with high levels of staffing and nurture provision following a structured and identified timetable of activities, reflective of their learning style and needs. Their wellbeing and emotional needs are met enabling academic needs to be met in a creative and responsive way. The school's Team around the Child approach also supports at family level to enable the children to thrive and achieve. Barriers of poor attendance and lateness are removed or considerably deminished.
Phonics and Oracy- Achieve above national average expected standard in the PSC and demonstrate an upward trend for disadvantaged pupils.	Improve phonic, language skills and fluency across EYFS and KS1 pupils eligible for PP- The RWI programme will measure the rate of progression for each individual child through half termly assessments and 1-1 intervention impact. Along with termly visits working on a development day with RWI trainer. Language Link assessment will provide a baseline of understanding of language for children in EYFS and identify progress and attainment. The Nuffield Early Language Programme and Chatty words will further support and accelerate progress in speech, language and communicating, with evaluation of impact for identified children. Language Link and Speech link assessments and



	<p>activities will be completed by Language specialist TA across the school to carefully monitor and track progress. Additional reading opportunities across the early years to reinforce early phonics and reading knowledge and skills.</p>
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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: £ 14.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encouraging self-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school. Weekly staff meeting and tutorials for all teaching staff. Develop capacity within the leadership team. RWI Development Day.	DFE: Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. Teaching -Investing in high-quality teaching, for example: -training and professional development for teachers - recruitment and retention -support for teachers in their careers	1, 3 and 4
Coaching and mentoring to model good practice, develop pedagogy and upskill teaching staff in Maths and Phonics.		1, 3 and 4
Quality, research based training package, particularly to access to leadership qualifications for more experienced teachers e.g. NPQML, NPQSL.		1, 3 and 4
ECM Consultancy – CPD bespoke to staff SENDCO and LSAs delivering targeted interventions		

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

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLCN targeted teaching and support.	EEF small group tuition (+4): As a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase.	1 and 4
Dedicated SEND time for SENDCO		1, 3 and 4

<p>Ensure high quality teaching for SEN/disadvantaged pupils.</p> <p>SALT Learning Assistant to support quality teaching and learning, implementation of programmes and advice.</p> <p>Build capacity for LSA's deliver small group and 1:1 tuition for targeted pupils using Elkan language builders.</p> <p>Additional tutoring in reading and maths.</p> <p>Phonics Lead coaching and working with RWI consultant</p>	<p>EEF One to one tuition (+5): One to one and small group tuition is effective in improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p> <p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1</p>	
<p>Use high quality online resources to support pupils learning.</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	<p>2 and 4</p>
<p>Use quality interventions (Elkan, Nelli.Chatty words Language and Speech link programmes) in the Foundation Stage to close the gap on entry and improve early language.</p> <p>Additional TA time in Reception to deliver above.</p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</p>	<p>1</p>
<p>Deliver small group, research based interventions for children below age related expectations who are in receipt of the PPG.</p>	<p>EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>1 and 3</p>
<p>Provide pupils with experiences linked to the bespoke curriculum in order to support their academic learning and enable them to make links in learning and knowledge.</p>	<p>The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	<p>1, 3 and 4</p>
<p>Specific, tailored interventions based on the needs of each individual child, e.g. wellbeing interventions Nurture provision Satchel Pulse.</p>		

	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development_final.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF (+4) Social and Emotional Learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Member of SLT and attendance manager specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG, carrying out home visits for any unauthorised absence, completing Early Help assessments and supporting parents (and children) to improve</p> <p>Attendance and punctuality.</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills • general approaches which encourage parents to support their children with, for example reading or home work; • the involvement of parents in their children's learning activities and more intensive programmes for families in crisis. <p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULLREPORT.pdf</p> <p>https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actionsfor-schools-and-local-authorities</p>	<p>1 and 3</p>

<p>Pastoral support team in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement. increased capacity within the pastoral team to address increasing need in the school. Additional Pupil Wellbeing Manager with increased hours from September 2023.</p>	<p>EEF (+4)</p> <ul style="list-style-type: none"> • Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</p>	<p>3</p>
<p>Wellbeing and Behaviour support is based on three core values of be ready, be respectful and be safe. An inclusion team with specific skills and training to be responsive to need and share practice across school.</p> <p>Externally appointed school Counsellor.</p>	<p>EEF Improving behaviour in schools. Key messages include:</p> <ul style="list-style-type: none"> • Know and understand your pupils and their influences. • Use targeted approaches to meet the needs of individuals in your school • Consistency and coherence at a whole-school level are paramount. • Teach learning behaviours alongside managing misbehaviour. <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour</p>	<p>3</p>
<p>Providing a wide variety of Enrichment experiences for all pupils including those to provide nurture experiences.</p>	<p>Pupils have limited experiences and rarely travel outside of their immediate proximity. Breadth and depth of experiences will help to strengthen pupils’ knowledge and understanding the wider world.</p> <p>Research by the Education Endowment Foundation has found a link between enrichment and higher attainment in reading and maths.</p>	<p>1</p>

Total budgeted cost: £ 103,000



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 2022 to 2023 academic year.

See Pupil Premium Impact Report on school website

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
Reading Plus	Hybrid Learning
Speech and Language Link	Speech link Multimedia
Times Table Rockstars	Maths Circle
Therapeutic Schools Programme	TCP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

