# C:\Users\sharon.wylde\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\40AEB618.tmpC:\Users\sharon.wylde\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F93798E4.tmp Pupil premium strategy statement St Anne’s Catholic Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 248 (YR-Y6) |
| Proportion (%) of pupil premium eligible pupils | 33.46% (83 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | September 2024- July 2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Head teacher  Mrs Rachel Crolla |
| Pupil premium lead | Deputy Head teacher  Mrs Sharon Wylde |
| Governor / Trustee lead | Mrs Carmel Foster |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £131250.00 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £131250.00 |

# Pupil premium strategy plan

## Statement of intent

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| * **At St Anne’s Catholic Primary School,** we aim to provide every member of our school community with an environment which enables them to be happy, healthy and safe. W**e believe that every child matters and everyone succeeds with high expectations of ourselves and others, no matter of starting points or barriers to learning.** * Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peer’s year on year to ensure all pupils are given the chance to achieve their true potential**. Research has shown that disadvantaged pupils have been affected through the pandemic and led to an increase between disadvantaged pupils and non-disadvantaged pupils.** Our Learning River curriculum provides a bespoke, unique and exciting experience were we provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding and support children to remember and know more ready for their journey in life. * Our strategy plan is aligned to the school improvement plan, sports premium and CPD opportunities. 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. We follow a three-tier approach in where we invest in improving the quality of teaching and learning and providing research based interventions and that are children and their families are supported with the wider needs including attendance, behaviour and SEMH. * 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 at the same time this will support our non-disadvantaged children and our children with SEND in our school.   The key principles underpinning our approach are:  • Providing Quality First Teaching for every child in our school and that staff are supported with training opportunities where needs are identified and monitoring  • 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.  • Use analysis of attainment and progress data, stakeholder consultations and local Knowledge to inform our strategy.  • Systematically explore appropriate evidence based interventions  • Develop a clear and logical plan were actions are evidenced based on National research  • Make practical preparations including a baseline measure to show starting points.  • Reinforce initial training with follow-on support and monitoring.  • 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 School  Development Plan. |

## 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 | 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 groups 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 approach and work. |
| 2 | 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. Fluency for reading in Year2 and 3. |
| 3 | 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. |
| 4 | Mathematical fluency and problem solving involving accurate use of mathematical vocabulary and solving problems using problem a day designated time to teaching problem solving. |
| 5 | Attendance for disadvantaged children is higher than non-disadvantaged, including persistently absent. Children arriving to school late is much higher for disadvantaged children. |

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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.

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| Intended outcome | Success criteria |
| To raise progress and attainment for children with specific challenges and barriers | * Personal development has improved and children are able to participate in the curriculum. * Both parents and children are supported and overall needs are met so families can support children with less support from school. |
| To raise the attainment in Maths for disadvantaged children by the end of KS2 | • Maths outcomes for disadvantaged pupils in each cohort improve year on year.  • KS2 maths outcomes show a large majority of disadvantaged pupils meet the expected standard.  • All disadvantaged children have the same opportunities to booster sessions with an adult as their peers.  • All children have a good understanding and can use mathematical vocabulary in lessons. |
| To improve reading attainment for disadvantaged pupil at the end of KS2. | • Reading outcomes for disadvantaged pupils in each cohort improve year on year.  • KS2 reading outcomes show a large majority of disadvantaged pupils meet the expected standard.  • All disadvantaged children have the same opportunities to practise reading with an adult as their peers. Those who do not read at home will access more reading at school.  • All children are fluent readers   * All reading material is appropriately matched |
| To improve oral language skills and vocabulary and the PSC at end of Year 1 and demonstrate an upward trend for disadvantaged pupils. | * Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   • A decrease in the number of disadvantaged children accessing Speech and Language interventions in KS1.  • Demonstrate increase understanding of subject specific vocabulary with our older children evidence in review and do sessions and pupil voice specific to subjects.   * Phonics score to increase to between 75% and 80% at the end of Year 1 2024/25 |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | * The overall absence rate for all pupils being no more than National average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. * The percentage of all pupils who are persistently absent being below National average and the figure among disadvantaged pupils being no more than their non-disadvantaged peers |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Delivery and training for our RWI phonics programme.  Training for new staff and staff changing year groups  Development days  Fluency training and Maths training for Maths lead within the Tara Maths programme.  Encouraging self-led professional  development for  all staff  Coaching and mentoring to model good practice, develop pedagogy and upskill teaching. | 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. As a school, we deliver the Read Write Inc Phonics for Learning to read and as our approach to teaching phonics. This programme is well-embedded across school however regular development and training opportunities are essential in the continued success of the scheme. Therefore, investment has been made in phonics training, resources and also staff time to ensure the programme continues to support the teaching and delivery of effective phonics along with targeted interventions for groups and individuals.  https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics | 2 |
| To further develop tools to support communication and language into daily teaching and learning.  Coaching and training for staff with programmes and interventions  Tools to use to plan and deliver appropriate interventions. | Evidence from EEF evidences that oral language interventions have a high impact on average 7mths. The evidence base includes multiple high-quality studies from the UK. A 2016 trial found a positive impact of four months’ additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school. Almost all studies investigate the effects on language or early reading outcomes. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills. There is evidence to suggest that pupils from lower socio economic 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 disadvantaged pupils to catch up with peers.  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 activities will be completed by Language specialist TA across the school to carefully monitor and track speech and language development.  https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches | 1,2,3,4 |

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

Budgeted cost: £38.000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SLCN targeted teaching and  support.  Dedicated SEND time for SENDCO.  Ensure high quality teaching for disadvantaged pupils with SEND.  SALT Learning Assistant to  support quality teaching and  learning, implementation of  programmes and advice.  Build capacity for LSA’s  deliver small group and 1:1  tuition for targeted pupils  using Elklan language builders.  Additional tutoring in reading  and maths.  Phonics Lead coaching and  working with RWI consultant  Use high quality online  resources to support pupils  learning.  Use quality interventions  (Elkan, Neli, Chatty words  Language and Speech link  programmes) in the Foundation Stage to close the gap on  entry and improve early language.  Additional TA time in  Reception to deliver above.  Deliver small group, research  based interventions for children below age related expectations who are in receipt of  the PP.  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 with the support of staff.  Specific, tailored interventions based on the needs of each individual child e.g. wellbeing interventions, behaviour, Nurture provision  Nurture provision CASA, Hub 1 and 2 and sensory rooms, The Listening Tree counselling service to develop the TEAM around the child.  Staff training Team Teach and behaviour training | 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.  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.  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_  data/file/1000986/Reading\_frameork\_Teaching\_the\_foundations\_of\_literacy\_-\_July-2021.pdf  https://educationendowmentfoundation.  org.uk/education-evidence/teaching-learn  ingtoolkit/phonics  https://educationendowmentfoundation.  org.uk/education-evidence/guidancereports/  literacy-ks-1  Use high quality online resources to support pupils learning. 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. 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.  https://educationendowmentfoundation.  org.uk/education-evidence/teachinglearningtoolkit/small-group-tuition  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.  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.  https://d2tic4wvo1iusb.cloudfront.net/documents/  guidance/LawetalEarlyLanguageDevelopmentfinal.pdf  https://educationendowmentfoundation.  org.uk/education-evidence/teaching-learning-  toolkit/oral-language interventions  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. | 1,2,3,4 |

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

Budgeted cost: £48,250

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Member of SLT and attendance manager specifically  responsible for monitoring  attendance and punctuality of  children in receipt of the PPG, carrying out home visits, support plans for any unauthorised absence, completing Early Help assessments and supporting parents (and children) to improve attendance and punctuality. Along with support from EWO service weekly. | There is a strong link between attendance and attainment: “in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.” DfE’s Improving School Attendance: “There is a clear link between poor attendance at school and lower academic achievement.” Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that:  • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.  65% of the Persistently absence children are PP.  <https://www.centreforsocialjutice.org.uk/wpcontent/uploads/2021/06/CantCatchUpFULLREPORT.pdf>  https://www.gov.uk/government/publications/  schoolattendance/framework-for-securingfull-attendance-actionsfor-schools-and-local-authorities | 1, 3 and 5 |
| Continue to develop partnership with St Helens Mental Health Support Team.  Continue partnership with The Listening Tree counselling service | 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.  https://educationendowmentfoundation.org.uk/public/files/ Publications/SEL/EEF\_Social\_and\_Emotional\_Learning.pdf |  |

**Total budgeted cost: £131250.00**