# St Anne’s 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

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| Detail | Data |
| St Anne’s Catholic Primary School | |
| Number of pupils in school | 276 |
| Proportion (%) of pupil premium eligible pupils | 22.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Head Teacher-  Rachel Crolla |
| Pupil premium lead | Deputy Head Teacher-  Sharon Wylde |
| Governor / Trustee lead | Carmel Foster |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £67,250  LAC £4,000  Post Lac £11,725  Liverpool LAC £1,800 |
| Recovery premium funding allocation this academic year | £7.975 |
| 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 | £92,750 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.  • Access 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.

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| 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. 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. |
| 2 | Mathematical fluency and problem solving involving accurate use of mathematical vocabulary. |
| 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. |
| 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. |

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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 |
| 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 dimishing the gap between these children and their non vulnberable 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 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 dimished. |
| 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 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 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. |

## 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

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

Budgeted cost: £34,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| DT 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.  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/gov  ernment/uploads/system/uploads/attachment\_data/file/1000986/Reading\_frameork\_Teaching\_the\_foundations\_of\_literacy\_-\_July-2021.pdf  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics>  <https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1> | 1 and 4 |
| Dedicated SEND  time for SENDCO  Ensure high quality  teaching for SEN/disadvantaged pupils.  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 | 1, 3 and 4 |
| 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/teachinglearning-toolkit/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/Law_et_al_Early_Language_Development_final.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 selfmanagement  of emotions, rather than focusing directly on the academic or cognitive elements of  learning. | 2 and 4 |
| Use quality interventions  (Elkan, Nelli  Language and Speeech 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 PPG. | 1 |
| 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. | 1 and 3 |
| Specific, tailored  interventions based on the  needs of each individual child, e.g. wellbeing interventions Nurture provision | 1, 3 and 4 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £45,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Member of SLT 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  attendance and punctuality. | EEF (+3) We define parental engagement as the involvement of parents in supporting their children’s academic learning.  It includes:   * 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 pro grammes for families in crisis.   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.  <https://www.centreforsocialjutice.org.uk/wpcontent/uploads/2021/06/Cant_Catch_Up_FULLREPORT.pdf>  <https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actionsfor-schools-and-local-authorities> | 1 and 3 |
| 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 issues arising from the pandemic. | 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. * 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.   https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel | 3 |
| 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. | EEF Improving behaviour in schools.  Key messages include:   * 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.   <https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour> | 3 |
| Providing a wide variety of  Enrichment experiences for all pupils | 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.  Research by the Education Endowment Foundation has found a link between enrichment and higher attainment in reading and maths. | 1 |

**Total budgeted cost: £93.500 (other monies to be supplemented through school budget.)**

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  See Pupil Premium Impact Report attached below and 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*

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| Programme | Provider |
| Reading Plus | Hybrid Learning |
| Speech and Language Link | Speech link Multimedia |
| Times Table Rockstars | Maths Circle |
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## Service pupil premium funding (optional)

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

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| 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? |  |