

Pupil premium strategy statement

St. Anne's Catholic Primary School

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 Catholic Primary School
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	44%
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	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gill Murphy (Headteacher)
Pupil premium lead	Gill Murphy
Governor / Trustee lead	Terry Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,710.00
Recovery premium funding allocation this academic year	£18,850.00
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	£187,560.00

Part A: Pupil premium strategy plan

Statement of intent

At St. Anne's Catholic Primary School our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and to make progress from their starting points.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and any young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.

Our strategy is also integral to wider school plans for educational recovery, notably in targeted support through School Led Tutoring/National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, through assessments and using approaches which will help pupils to excel. To ensure they are effective we will:

Ensure disadvantaged pupils are challenged in the work that they're set

Act early to intervene at the point need is identified

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps reading to pupils falling further behind age-related expectations, especially in reading and writing.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.

3	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.
4	Our attendance data over the past two years (since the pandemic) indicates that attendance among disadvantaged pupils has been 2.5% lower than non-disadvantaged.
5	Our assessments, observations and discussions with families and pupils have identified social and emotional barriers to learning and a lack of enrichment opportunities during school closures. These challenges have particularly affected our disadvantaged pupils, including their attainment.

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
Reduction in barriers to learning and improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of wellbeing will be demonstrated through: Qualitative data from pupil voice, parents' surveys, learning mentor feedback and teacher observations. Reduction in behavioural incidents Increase in enrichment opportunities Increase in attendance of groups/whole school.
Improved reading attainment for disadvantaged pupils	KS2 reading outcomes show an increase in disadvantaged pupils meeting the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes show an increase in disadvantaged pupils meeting the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This evidence includes engagement in lessons, books scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance will be demonstrated by: Reduction in overall absence rate for all pupils and the attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced. The percentage of all pupils who are persistently absent and groups has significantly reduced.

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: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of EYFS teacher to develop early writing and maths skills along with early communication.</p> <p>Targeted support to enhance provision for children across KS2, with focus on independence and ‘have a go’ first before intervention.</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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Purchase of additional Literacy Counts resources and schemes of work to provide high quality teaching and learning for all.</p> <p>Purchase of additional writing resources to enhance and develop independent writing.</p> <p>Purchase of new Maths scheme for whole school including enhanced resources e.g. manipulatives to promote mastery approach across whole school.</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2,3</p>

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN, WellComm and Hanen Project – speech, language and communication teaching assistant deliver specific support to targeted children.	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	1,2,3,4
Music, Spanish and IT teacher (across KS2) Weekly/fortnightly lessons across the school to enhance and enrich learning experiences.	Assessments and observations in schools similar to ours indicate that curriculum enrichments add to engagement in lessons and recall related to the children knowing and remembering more.	3,2
Additional time for Phonics lead to support the teaching of phonics across EYFS/KS1 and Y3). Early reading development lead, including monitoring reading program and libraries, parent workshops. To develop reading at home initiative to promote love of reading at home.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: £80,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Planned curriculum which allows for enriched learning opportunities outside of the classroom</p> <p>Resources needed for extra-curricular clubs purchased and extra hours for TA's to support delivery of clubs.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Assessments and observations in schools similar to ours indicate that curriculum enrichments add to engagement in lessons and recall related to the children knowing and remembering more.</p>	
<p>School minibus use to attend events, trips, visits and curriculum/competition opportunities.</p> <p>To deliver inter-personal activities to small groups and individual pupils e.g. pony therapy</p> <p>Interpreters support parents, staff and pupils in understanding the importance of school attendance, curriculum and school practice.</p> <p>Learning Mentors (x 2 0.8 posts): Work with individuals and small groups of pupils to develop social and emotional skills and gain confidence. Help overcome social and emotional barriers</p> <p>Attendance Initiatives/Attendance team/EWO service</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Evidence shows that children eating a breakfast daily improves their engagement in school learning and lessons.</p>	<p>1,2,3,4,5</p>

<p>Effective breakfast provision in place supporting a healthy lifestyle.</p> <p>Providing a hot school meal for some families who are not eligible for benefit related support</p> <p>Uniform Costs and Food bank resources to support families in need on a weekly basis.</p>		
---	--	--

Additional balance £2000 approx. from allocation to be further disseminated during Autumn term, dependent on additional needs/monitoring.

- unforeseen circumstances e.g. uniform/shoes
- to support activities of PP children outside of the school day as and when appropriate to their specific need
- contingency for actions from pupil data meetings and case reviews
- Residentials, clothes and items
- Further curriculum enhancements e.g. additional resources for phonics/reading

Please not that any additional spending will come from alternative budget lines

***Due to the high levels of mobility within the school context, exact percentages will fluctuate throughout the year.**

Total budgeted cost: £189,560.00

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 2021-2022 academic year.

Due to Covid- there were significant gaps that school were trying to plug, and continue to do so. Progress from starting points for all children has been significant and data as follows shows impact.

Attendance Data for academic year 2021-2022 ALL 4.7%, P.P. 5.4% and P.A's ALL 12% and PP 12%

St. Anne's Catholic Primary School Summary of Achievement 2021-2022

Key Stage 2

Subject	Percentage of pupils achieving the EXPECTED standard			Percentage of pupils achieving the GREATER DEPTH standard		
	School	Local Authority	National	School	Local Authority	National
Reading	76.7	69.8	74	23.3	23.6	n/a
Writing	66.7	64.1	69	23.3	12.2	n/a
Maths	70	64.7	71	26.7	18.9	n/a
Grammar, Spelling & Punctuation	76	66	n/a	33.3	22.7	n/a
Combined (R,W,M)	60	51.9	59	13.3	6.6	7

Subject	Average Scale Score		Average Progress Score
	School	LA	
Reading	107.1	105.1	3.0
Maths	104.7	102.0	2.4
Grammar, Spelling & Punctuation	110.2	104.6	2.3
Writing			2.5

Key Stage 1

	Percentage of pupils achieving the EXPECTED standard	Percentage of pupils achieving the GREATER DEPTH standard

Subject	School	Local Authority	National	School	Local Authority	National
Reading	48.1	62.1	n/a	3.7	13.8	n/a
Writing	29.6	54.1	n/a	3.7	5.4	n/a
Maths	48.1	62.4	n/a	3.7	11.2	n/a
Combined (R,W,M)	29.6	49.4	n/a	3.7	3.9	n/a

EYFS (Reception)

Subject	Percentage of pupils achieving the EXPECTED standard	
	School	LA
Reading	48.4	63.2
Writing	45.2	68.9
Maths	45.2	72.6
GLD (Good level of development)	45.2	58.4

Phonics

Subject	Percentage of pupils achieving the EXPECTED standard in Y1 phonics screening standard		
	School	Local Authority	National
Y1 Phonics	69.4	76.6	n/a

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
Read, Write Inc	
Literacy Counts	Steps2Read and Read2Write programs
Mathematics Mastery	

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?	N/A
--	-----

Further information (optional)

Summary of analysis of data and future actions for 2023

Key stage 2:

- Above LA in all areas which is very pleasing, and above national in reading, for children at expected and greater depth, including PP.
- School is really proud of these results which is a whole school effort, showing impact of strategies put in place over this past year.
- Progress score and average scale score are above LA too and for PP.
- In comparison to last data set 2019, we are similar in all areas, except Reading which shows 16% increase.

Key Stage 1:

- As predicted results for our Y2 children are below LA with writing being the biggest gap and priority focus for 2022-23.
- In comparison to 2019 data, these results are below and writing is significantly below our previous results.
- SEN/PP children are below in all areas, with some SEND children significantly below their peers, although progress in books and evidence shows clear progressions this year from their starting points.
- As predicted our EAL children are working below non EAL particularly in writing and reading.

Phonics:

- Two children were disapplied from completing the screening check, without these children 74%.
- Those who did not pass will be a priority, however many children are new to school/country and working significantly below their peers.
- School is approx. 4% below LA.
- We are in line with previous years showing consistency, fluctuating children/numbers has impacted slightly on our progress.
- Focus on this consistency, training of new staff and maintaining high standards/timetabling from first week back is our focus.

EYFS:

- We are below LA in all areas of EYFS, as expected from low starting points and with new children joining during the year results are really low.
- There are gaps between gender, with girls outperforming boys and SEND.
- Priorities: new staffing, an additional ECT teacher in Reception instead of TA, EYFS lead in Reception class.