

St Anne's Pupil Premium Strategy Statement

2022 – 2023



Growing Together as a Family of God

St Anne's Pupil Premium Strategy Statement

2022-2023

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Anne's CE
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lesley Steward
Pupil premium lead	Alyce Andrews and Lesley Steward
Governor / Trustee lead	Martin Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,890
Recovery premium funding allocation this academic year	£11,824
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,714

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less structure at home, weak language and communication skills, lack of confidence and attendance and punctuality issues.

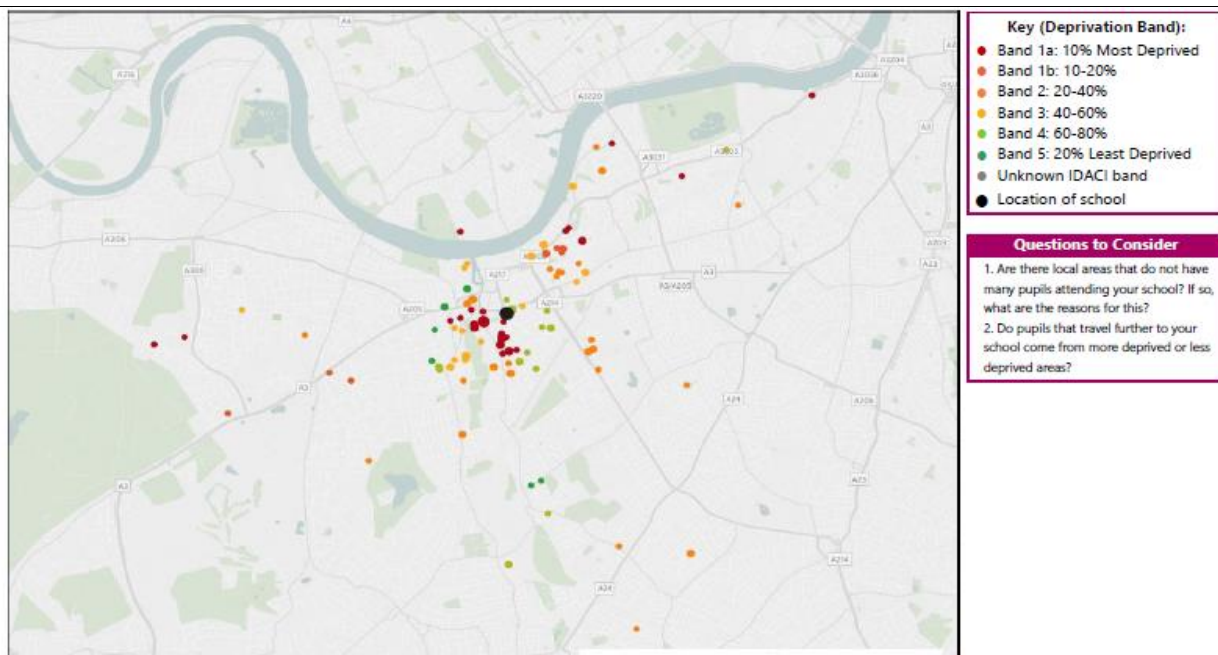
Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils
We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world Our Context.
- ✓ For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of each Key Stage.

The IDACI deprivation indicator identifies that 34.8% of pupils attending St Anne's School come from households in the most deprived 10%, which is above national average.



Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to achieve at least age-related expectations.
- Transition from primary to secondary and transition internally and into EYFS.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
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- For all disadvantaged pupils in school to align with nationally expected progress rates in order to reach Age Related Expectation at the end of Year 2 and Year 6 and thus achieve GCSEs in English and Maths. To make rapid progress if necessary.

- To be equipped with the skills to have personal aspiration and a secure mental wellbeing.

Achieving These Objectives

- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS
- Additional learning support
- Subsidise activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- To allow the children to learn a musical instrument and to sing in a choir
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Anne's values and thus enhance learning

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Limited language and communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Lower attendance and punctuality

4	Social, emotional and mental health challenges
5	Disrupted family routines and daily organisation with exposure to limited cultural capital experiences

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
Reduce the gap between pupil premium and non-pupil premium pupils achieving age related in Reading, Writing and Maths at the end of each key phase.	Pupil data from the end of key phases shows an upward trend of pupil premium pupils achieving age related expectation.
Pupils to enjoy and feel confident with reading. Pupil enjoy reading because they are confident readers and are able to use a range of strategies to decode words	75% of pupils to achieve the phonics screening in Y1 and Y2. Pupils below their age related expectation in reading make accelerated progress
Pupils achievement in wider curriculum subjects is in line with non-pupil premium pupils and cultural capital is developed and sustained.	Sonar data shows the PP pupils perform broadly in line with non PP pupils. Pupil voice shows a greater understanding of the world around them.
Attendance for pupil premium pupils improves and is above 96.5% and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year.

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: £ 43,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of support adults in each class for catch up, extension, gap filling, same day intervention.	Reduced adult – pupil ratio to improve opportunities for effective teaching and accelerating progress	1,2,3,4,5

2 x HLTA used to release staff for leadership responsibilities and CPD opportunities.	Subject leaders require release time to be able to support and develop teaching and learning. By appointing a HLTA this will allow each subject leader to be able to be released throughout the half term to carry out gap analysis and plan interventions	1, 2, 3, 4
Ensure all staff have received training or support on 'Talk for Writing' strategies within planning	Ensuring all members of staff are trained a high level, ensures subject knowledge and expertise are passed on to pupils through quality first teaching	1, 2, 5
Little Wandle phonics scheme. All members of school staff to receive additional training in this program.	Ensuring all members of staff are trained a high level, ensures subject knowledge and expertise are passed on to pupils through quality first teaching	1, 2, 5
Higher ratio of staff to pupils	Research shows that small groups run by a qualified teacher have an impact on progress. Allows for catch up to occur. Also allows for gaps to be identified quickly and targeted.	1,2,3,4,5
Phonics interventions TA in afternoons in EYFS, Year 1, 2	Weak language and communication skills of many pupils entering school either through EAL, or other reasons. These interventions will ensure pupils are bridging gaps	1, 2
Staff CPD	High quality CPD for staff is essential so all staff have a high quality of understanding of methods and needs of pupil premium pupils	1,2,3,4,5

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

Budgeted cost: £ 11,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime support to provide high quality games and activities to engage pupils PE	Professional sports coach employed to engage all pupils in PE activities during lunchtimes. Also to increase participation in wider sporting tournaments.	3,4,5

EYFS / KS1 Reading Books to ensure the books linked to Little Wandle scheme and accelerate reading	A wider range of phonetical appropriate books for will increase confidence of pupils who are reading below ARE. Also fostering a 'love of reading' cultural with pupils	1,2,5
KS2 Reading Books to ensure the books are linked to pupils phonetic knowledge	A wider range of phonetical appropriate books for KS2, especially UKS2 will increase confidence of pupils who are reading below ARE. Also fostering a 'love of reading' cultural with pupils	1,4,5
TAs to read with 1:1s	Research shows that reading daily 1:1 has an impact on progress. Allows for catch up to occur. Also allows for gaps to be identified quickly and targeted.	1,2,3,4,5
Sumdog and Times Table Rock Stars Subscription	Opens pupils up to a wider range of opportunities to complete work at home, this has engaged pupils who have found it difficult to complete homework in the past	1, 4, 5

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

Budgeted cost: £68,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO employed	The ongoing work of the EWO officer is helping to ensure that pupil premium attendance is above national. It is also aiming to reduce the number of pupil premium children who are persistently absent from school. The EWO works continuously to support these families.	3, 5
Breakfast Club Members of staff and resources	Children who are hungry do not perform as well. A free breakfast club ensures that children are able to come to school and be fed, allowing them to have the best possible start to the day. Certain pupils targeted for breakfast club to support parents/carers with attendance and punctuality	3, 4, 5
Place 2Be Mentor appointed to deliver Wellbeing sessions	Place 2Be mentor to work directly with pupils on mental health challenges	4

Play and Stay Sessions	Engaging families with the most challenges shows better progress for vulnerable children	1,2,3,4,5
Subsidised enrichment activities and ensuring the curriculum is broad and balanced.	Creative opportunities allow children to have cultural development.	4,5
Attendance awards and celebrations	Celebrating the success of pupils arriving at school on time. Also pupils to be rewarded and acknowledge for their attendance and punctuality	3
Residential costs subsidised	Essential for wellbeing that children have the same experience as their peers. Much that is covered on residential cannot be covered 'live' in school eg night sky, survival skills and real life problem solving	3,4,5
Zones of regulation programme	Ability to self-regulate and choose techniques to calm themselves and improve wellbeing which will result in better learning attitudes	1,4,5
Music Lesson	Learning an instrument helps children learn other subject areas and opens up opportunities	4,5
After school clubs	Children able to shine in areas they are interested in and so raising self-esteem. Also providing essential after school care for targeted pupils	3,4,5
National School Breakfast Programme	The National School Breakfast Programme (NSBP) is funded by the Department for Education and delivered by Family Action to support schools to provide pupils with a healthy breakfast at the start of the school day. Family Action is committed to supporting child development, and we believe a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.	3,4,5

Total budgeted cost: £ 123,974

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 to 2022 academic year.

<p>Reduce the gap between pupil premium and non-pupil premium pupils achieving age related in Reading, Writing and Maths at the end of each key phase.</p>	<p>Key Stage 2</p> <p>Average progress for disadvantaged pupils in reading, writing and maths ?</p> <p>► Help with progress scores</p> <table border="1"> <thead> <tr> <th></th> <th>Reading Explore data in detail</th> <th>Writing Explore data in detail</th> <th>Maths Explore data in detail</th> </tr> </thead> <tbody> <tr> <td>Progress score for disadvantaged pupils</td> <td>-2.71</td> <td>-0.59</td> <td>-2.17</td> </tr> <tr> <td>Confidence interval ?</td> <td>-7.7 to 2.3</td> <td>-5.4 to 4.2</td> <td>-6.9 to 2.5</td> </tr> <tr> <td>Number of disadvantaged pupils</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>Disadvantaged pupils with adjusted scores</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>National average for non-disadvantaged pupils ?</td> <td>0.41</td> <td>0.39</td> <td>0.54</td> </tr> <tr> <td>Switch comparator ?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Overall pupils are in line, across each key stage for reading, writing and maths.</p>		Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail	Progress score for disadvantaged pupils	-2.71	-0.59	-2.17	Confidence interval ?	-7.7 to 2.3	-5.4 to 4.2	-6.9 to 2.5	Number of disadvantaged pupils	6	6	6	Disadvantaged pupils with adjusted scores	0	0	0	National average for non-disadvantaged pupils ?	0.41	0.39	0.54	Switch comparator ?			
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<p>Pupils to enjoy and feel confident with reading. Pupil enjoy reading because they are confident readers and are able to use a range of strategies to decode words</p>	<p>Year 1 Phonics Results – 95%, well above the national average of 75%. All other key stages reading attainment was above national average. Pupil voice shows that pupils enjoy reading and feel more confident with strategies, pupils can successfully decode words.</p> <p><i>Reading is prioritised. A strong and well-embedded phonics programme helps pupils to learn to read at the earliest opportunity - Ofsted 23</i></p>																												
<p>Pupils achievement in wider curriculum subjects is in line with non-pupil premium pupils and cultural capital is developed and sustained.</p>	<p>Overall our attainment in the wider curriculum is in line with non-pupil premium pupils. Cultural capital has been a priority and all pupils have been exposed to a range of extracurricular trips and engagement activities throughout the year.</p>																												

Leaders are committed to developing pupils' responsibility through their engagement with the wider community - Ofsted 23

Attendance for pupil premium pupils improves and is above 96.5% and persistent absence reduces.

Pre the coronavirus, our attendance for the disadvantaged pupils was a focus. Several pupils both 'disadvantaged' and 'other' groups improved their attendance and were no longer Persistent Absentees. This will continue to be a focus for next academic year.

All Years
Pupil Premium
2022

St Anne's CofE Primary School
2022
Pupil Premium - Disadvantaged Gaps Analysis



Schools are required to publish information online about how they have used the Pupil Premium to impact the progress and attainment of pupils covered by this funding. The decision on how to communicate this information remains with the headteacher. The report should include a statement on the amount of Pupil Premium funding received, a summary of the nature of the support given to eligible pupils, and the impact of this support. The information provided in this document can be used to supplement a school's own tracking data as evidence for the impact made.

The figures in this report indicate the gap in performance between Disadvantaged pupils and Other pupils for each indicator. Negative figures in red indicate performance by Disadvantaged pupils is below Other pupils. Performance on the closest equivalent thresholds is provided for earlier years to give an indication of trends over time.

	Year	Pupils	% Achieving Expected Level or Better in Each Aspect*												GLD			
			LAU	Speak	SR	MS	BR	GMS	FMS	Comp	Read	Write	Num	NP				
EYFSP	2022	3	-17.5%	-17.5%	+15.8%	+15.8%	+15.8%	+10.5%	+15.8%	-17.5%	-17.5%	-17.5%	-17.5%	-17.5%	-17.5%	-17.5%	-17.5%	
	2019	8	-29.8%	-25.0%	-25.0%	+0.0%	+0.0%	-12.5%	-12.5%	-22.1%	-22.1%	-22.1%	-22.1%	-22.1%	-22.1%	-22.1%	-22.1%	
	2018	10	+3.3%	+6.7%	+0.0%	+0.0%	+0.0%	-6.7%	-6.7%	-20.0%	-20.0%	-20.0%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%	
EYFSP	2022	3	-17.5%	+15.8%	-17.5%	+10.5%	+15.8%											
	2019	8	-	-25.0%	+0.0%	+0.0%	+0.0%											
	2018	10	-	+6.7%	+0.0%	+0.0%	+0.0%											
*NB. Prior year comparisons show the closest equivalent aspect from the previous EYFSP framework (if available) - see the Appendix for more information																		
Phonics	Year	Pupils	32+	APS														
	2022	8	+7.7%	-0.3														
	2019	10	-3.3%	-2.4														
KS1	Year	Pupils	% Expected +				% Greater Depth											
	2022	6	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM								
	2019	5	-50.0%	-25.0%	-66.7%	-41.7%	-8.3%	+4.2%	-37.5%	-12.5%								
Year 3	Year	Pupils	Reading	% Expected +														
	2022	12	+3.6%	Pupils	Writing	Pupils	Maths											
	2019	6	-13.3%	6	+3.3%	6	-3.3%											
Year 4	Year	Pupils	Reading	% Expected +														
	2022	9	-11.1%	Pupils	Writing	Pupils	Maths											
	2019	3	+28.2%	4	-13.5%	3	+45.5%											
Year 5	Year	Pupils	Reading	% Expected +														
	2022	4	+14.3%	Pupils	Writing	Pupils	Maths											
	2019	7	-42.9%	7	-42.9%	7	-28.6%											
KS2	Year	Pupils	Reading	Writing	Maths	RWM	% Higher Standard											
	2022	6	-22.2%	-11.1%	-38.9%	-27.8%	Reading	Writing	Maths	RWM								
	2019	10	-0.9%	-0.9%	-10.0%	-0.9%	-13.6%	+3.6%	-23.6%	+2.7%								
KS2	Year	Pupils	Reading	Writing	Maths	RWM	% Higher Standard											
	2022	6	-22.2%	-11.1%	-38.9%	-27.8%	Reading	Writing	Maths	RWM								
	2019	10	-0.9%	-0.9%	-10.0%	-0.9%	+9.2%	-43.3%	-49.2%	-37.5%								

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
Kapow	Kapow

Seesaw	Seesaw
Google Classroom	Google
Sumdog	Sumdog
White Rose Maths scheme	White Rose Hub
Espresso	Discovery Education
Purple Mash	2Simple