

St Anne's Catholic Primary School 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

Detail	Data
School name	St Anne's Catholic Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	48 (11%)
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	July 2022
Statement authorised by	2021/2022 to 2024/2025
Pupil premium lead	Ali Rainbow
Governor / Trustee lead	Sarah Whelan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,215
Recovery premium funding allocation this academic year	£6,670
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	£70,885

Part A: Pupil premium strategy plan

Statement of intent

We believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Our intention is that all pupils, irrespective of their background or the challenges 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, including progress for those who are already high attainers.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and wellbeing to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.

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

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</i>
2	<i>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.</i>
3	<i>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</i>
4	<i>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 leading to pupils falling further behind age-related expectations, especially in maths.</i>
5	<i>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 34 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs.</i>
6	<i>Our attendance data over the last 3 years (2018-2021) indicates that attendance among disadvantaged pupils has been between 6.46% lower than for non-disadvantaged pupils.</i>

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
<i>Improved oral language skills and vocabulary among disadvantaged pupils.</i>	<i>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.</i>
<i>Improved reading attainment among disadvantaged pupils.</i>	<i>KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. 100% PP children will make at least 6 steps of progress across each year. 30% of PP children will make more than 6 steps of progress per year.</i>
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	<i>KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. 100% PP children will make at least 6 steps of progress across each year. 30% of PP children will make more than 6 steps of progress per year.</i>
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To strengthen relationships between school and home.</i>	<i>Sustained high levels of wellbeing from 2024/25 demonstrated by:</i> <ul style="list-style-type: none"> • <i>qualitative data from student voice, student and parent surveys and teacher observations</i> • <i>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</i> <i>PP families will have an open dialogue with staff members and HSLW. Parents will feel they have a central point of contact to share any concerns and will feel confident to communicate any issues.</i> <i>Children's well-being will be improved, enabling them to learn. Pupil voice will demonstrate that pupils feel supported in their mental well-being and are confident sharing their concerns with a trusted adult.</i>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<i>Sustained high attendance from 2024/25 demonstrated by:</i> <ul style="list-style-type: none"> • <i>the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</i>

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: **£14,746**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments such as Wellcomm, Oracy and Neli (Early Language Intervention).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time (Wellcomm and Neli).</p> <p>Chatterbox embedded daily into every year group to improve vocabulary.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Rising Stars phonics scheme to be implemented accompanied by supporting books).</p> <p>Phonics intervention groups.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Strengthen the understanding of number through focused daily deepening activities. Embed White Rose Maths programme across Reception, Year 1 and Year 2 ensuring consistency of approach and quality of teaching delivery.</p>	<p>To secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p>https://www.ncetm.org.uk/maths-hub-projects/mastering-number/</p>	3
<p>Quality first teaching supported by coaching system.</p>	<p>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving. – CfBT, Lofthouse, Leat and Towler</p>	1,2,3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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): Social and emotional learning (+ 4 months) Metacognition and Self-regulation strategies (+ 7 months)</p>	4

<p>Connect PSHE scheme to be used throughout the school for weekly 'Well-Being Wednesday' sessions.</p> <p>Zones of Regulation to be put in place and staff training undertaken.</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF toolkit identifies that this has a positive impact:</p>	
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 2 and 3 vocabulary. (EFF Communication and language approaches - high impact)</p>	1,2
<p>Computing scheme purchased (Purple Mash) and technology updated (ICT suite - new computers) so that technology is available for remote learning for those pupils who do not have digital technology at home. Digital technology enhances the teaching and learning in all year groups</p>	<p>(EFF toolkit Digital technology Moderate impact for moderate cost)</p>	1,2,3
<p>Partnership with MAT specialists - Tom Holloway (Science) and Charlotte Cala (Art/DT)</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Primary science teaching trust. Science lead is released once a term as well as all staff receiving high quality CPD from Tom Holloway</p>	4
<p>Management training (with Steve Poole) for Senior Leadership Team</p>	<p>High quality staff CPD is essential to follow EEF principles. SLT support to implement of strategies across the school.</p>	1,2,3,4

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

Budgeted cost: **£27,954**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme (Wellcomm and Neli) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Same day intervention for pupils falling behind as identified through our phonics scheme 'Rising Stars' and TRACKS support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Third Space online maths tuition used to support in Y6.</p> <p>Third group in Y5 to close the gap in Maths and English.</p>	<p>1,2,3</p>
<p>Number sense maths intervention for EYFS</p>	<p>Develops targeted children's number and calculation ability and their mathematical</p>	<p>3</p>

<p>and KS1. All teaching assistants released 3 x per week to implement targeted early maths support. First class at number and switch on release time (training and resources)</p>	<p>understanding, communication and reasoning skills. Entry and exit data will be tracked throughout the 10-week programme</p>	
<p>Adults to read with key PPG pupils on a regular basis. Reading conferences to encourage a love of reading and support book choices.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p>
<p>Planned support for pupils transitioning into primary school from nursey and home through additional support in the EYFS as well as extended opportunities for home visits.</p>	<p>Historically there has been widespread international attention directed at transitions in ECE, within research and policy. In England the provision of support to children and families through experiences of 17 transition has been consistently highlighted as vital in multiple government documents such as the Allen Report (Allen, 2011) and the Special Educational Needs (SEN) & Disability Green Paper (DfE, 2011). More recently, the Special Educational Needs and Disability (SEND) code of practice (DfE, 2014) emphasised the importance of engaging in an integrated approach to supporting “better transitions between life stages and settings, including from early years to primary education” (p.48)</p> <p>https://orca.cardiff.ac.uk/124065/1/Thesis-SimsDEdPsy.pdf</p>	<p>1,2</p>

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

Budgeted cost: £28,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues (school trips, uniform, resources, wrap around care, school clubs).</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>5</p>
<p>Home School Link Worker, School Counsellor and ELSA provision</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.⁸ This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and</p>	<p>5</p>

	teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF	
Daily fruit	KS1 children were given a daily piece of fruit during the year. This had a positive impact on the children's wellbeing and overall health	5
Pupils get priority in choosing after school clubs and free places.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
A member of SLT employed to focus on PPG pupils	https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	1-6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school (to be addressed 2022/3)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

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.

Our internal assessments during 2019/20 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum, with 42% of disadvantaged children not achieving ARE in Reading, 42% in Writing and 40% in Maths (2018-19). 22% of disadvantaged children not achieving ARE in Reading, 30% in Writing and 21% in Maths (2020-21). Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.