#  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 | £67,250LAC £4,000Post Lac £11,725Liverpool 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 tofurther develop and improve their knowledge, skills and understanding. We invest in improvingthe quality of teaching and learning and providing research based interventions to diminish thedifference 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 toachieve their potential through a relentless focus on the attainment and progress of ourdisadvantaged 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-termstrategy aligned to the School Improvement Plan. This enables us to implement a blend ofshort, 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 understandthat 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, weidentify 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 PrioritiesSetting 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 ProcessWe have selected a small number of priorities to give them the best chance of success. Weuse evidence-based interventions and learn from our experiences, which is why we assess theimpact of interventions on an on-going basis in order to adapt them if required or cease them ifthey are not having the intended impact.We will:Explore• Use analysis of attainment and progress data, stakeholder consultations and localknowledge 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 ProfessionalDevelopment Plan.Our Tiered ApproachTo prioritise our spending, we have adopted a tiered approach to define our priorities and ensurebalance. Our tiered approach comprises of three categories:1. Teaching2. Targeted academic support3. Wider strategiesWithin each category we have chosen a number of interventions. This focused approach ensuresthe 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-ledprofessional development for all staff focused on the needs of teachers and the wider priorities and context of the school.Weekly staff meeting andtutorials for all teaching staff.Develop capacity within the leadership team. | DFE: Evidence suggests that pupil premiumspending is most effective whenschools use a tiered approach, targetingspending across 3 areas, with a particularfocus on teaching. Teaching-Investing in high-quality teaching, for example:-training and professional developmentfor teachers- recruitment and retention-support for teachers in their careers | 1, 3 and 4 |
| Coaching and mentoring tomodel 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 leadershipqualifications for moreexperienced 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 andsupport. | EEF small group tuition (+4): As a class orteaching group gets smaller it is suggestedthat the range of approaches a teacher can employ and the amount of attention eachstudent will receive will increase.EEF One to one tuition (+5): One to oneand small group tuition is effective inimproving pupil outcomes.Tuition is more likely to make an impact if itis additional to and explicitly linked withnormal lessonsEvidence shows that teaching phonics is thebest way to teach children to read. The EEFconsiders phonics to be one of the mostsecure and best-evidenced areas ofpedagogy, recommending all schools use asystematic 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-learningtoolkit/phonics><https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1> | 1 and 4 |
| Dedicated SENDtime for SENDCOEnsure high qualityteaching for SEN/disadvantaged pupils.SALT Learning Assistant tosupport quality teaching and learning, implementation of programmes and advice.Build capacity for LSA’s deliver small group and 1:1tuition 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 onlineresources to support pupilslearning. | EEF (+4) Small group tuition is defined asone teacher or professional educatorworking with two to five pupils together in agroup. This arrangement enables theteacher to focus exclusively on a smallnumber of learners, usually in a separateclassroom or working area.Intensive tuition in small groups is oftenprovided to support lower attaining learnersor those who are falling behind, but it canalso be used as a more general strategy toensure effective progress, or to teachchallenging topics or skills.https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuitionEEF: There is evidence to suggest that pupilsfrom lower socioeconomic backgroundsare more likely to be behind their more advantaged counterparts in developing earlylanguage and speech skills, which may affecttheir school experience and learninglater in their school lives.The average impact of oral language interventions, including dialogic activities such ashigh-quality classroom discussion, is approximately an additional six months’ progressover the course of a year. Approachesthat focus on speaking, listening and a combination of the two all show positive impactson 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 interventionsEEF (+4) Social and Emotional Learninginterventions which target social andemotional learning seek to improve pupil’sinteraction with others and selfmanagementof emotions, rather than focusing directly on the academic or cognitive elements of learning. | 2 and 4 |
| Use quality interventions(Elkan, NelliLanguage and Speeech link programmes) in the Foundation Stage to close the gap on entry and improve early language.Additional TA time inReception 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 withexperiences linked to thebespoke 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 theneeds 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 specificallyresponsible for monitoringattendance and punctuality of children in receiptof the PPG, carrying out home visits for anyunauthorised absence,completing Early Helpassessments and supporting parents (andchildren) to improveattendance 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 tofamilies at all levels of need but particularly in relation to early intervention andsupport including parentalengagement. increasedcapacity 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 threecore values of be ready, berespectful and be safe. An inclusion team with specificskills and training to be responsive to need and sharepractice 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 ofEnrichment 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? |  |