

## 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
St Anne's Ce Primary School	
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	41.5%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	20 <sup>th</sup> September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kath Slaughter
Pupil premium lead	Jayne Webb
Governor lead	Kath Slaughter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94, 180

## Part A: Pupil premium strategy plan

### Statement of intent

St Anne's CE Primary school has a number of pupils in receipt of pupil premium funding. These children have a wide range of needs which are not all academic.

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils 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 and provide appropriate support
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- pupils with specific special educational needs or disability (SEND) are given targets and action plans which support them in making the small steps of academic progress in school. Specialist SEND provision is mainly funded from SEND funding but pupil premium funding is used to extend provision where necessary. Pupils making smaller steps of progress are provided with group or 1:1 support.
- fund additional hours for teaching assistants and sometimes teachers where extra support is needed

## Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for PP pupils are lower than non PP pupils
2	Communication and language skills on entry to reception class are often lower for PP pupils than non PP pupils which can inhibit progress
3	Emotional and behaviour issues; PP pupils often have experienced adverse life events that have negatively impacted them emotionally
4	Cognition and learning; PP pupils often have low expectations placed on them from home which leads to low self-esteem which can inhibit progress in school
5	Parental engagement and support for school; lack of good routine, poor sleep, food, homework engagement, limited life experiences, day to day communication

## 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
Attendance rates for PP children are 96% or above	<p>PP children are in school regularly to ensure progress in their learning</p> <p>Families are in communication with school to provide reasons for absence</p> <p>The percentage of all pupils who are persistently absent to be at or below 10%</p> <p>The figure among disadvantaged pupils being no lower than their peers.</p>
The outcomes for PP children are closer to that of non PP children	The percentage of PP on track for meeting age related to increase to be nearer to those non PP children
Improved language skills in particular speaking & listening, phonics and reading skills for pupils eligible for PP in EYFS and KS1.	<p>Pupils eligible for PP in Years 1 and 2 make rapid progress by the end of the year in phonics so that most pupils eligible for PP (and without SEND) meet age-related expectations.</p> <p>Bought in services from an educational psychologist where needed.</p> <p>All PP children improve their reading skills so they can access all the curriculum.</p>
PP children will develop more self-confidence and will be able to display more resilience when they	Pupils eligible for PP will access the curriculum more readily and enthusiastically, so that by the

<p>encounter new situations and learning, including new arrivals during the year.</p>	<p>end of the year all pupils eligible for PP (and without SEN), demonstrate good behaviour for learning and meet age-related expectations.</p>
<p>Higher rates of progress throughout school for pupils eligible for PP.</p>	<p>Some pupils eligible for PP identified as underachieving make as much progress as 'other' pupils across school in maths, reading and writing. Measured in school by teacher assessments, successful moderation practices and end of KS assessments. Group tracking by subject leaders.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 22-23 show that more disadvantaged pupils met the expected standard than 21 22.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40, 184

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant hours deployed in each class	Intervention programmes can be delivered to target PP pupils under achieving	1 4
Extra teaching assistant hours deployed in EYFS	To remove the communication and language barrier on entry to school	2 4
Employ pupil pastoral worker for all classes	To ensure regular parental engagement with school To ensure pupils are in school regularly To deliver 1:1 and group sessions for emotional support	1 3 5

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

Budgeted cost: £ 32,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved speaking & listening, phonics and reading fluency in reception, years 1 and 2.	1:1 and small group provision to take place on a daily basis. (Evidenced in Provision Maps) Training for staff on phonics, speaking & listening strategies where required.	2 4
Catch up phonics for year 3 children through targeted interventions.	Some PP children need regular targeted support to catch up as they have reading, speaking & listening and phonics levels below age related expectations	2 4
Increased numbers of PP children attaining	Weekly sessions in targeted areas with pupils with an experienced teaching	2

their expected standard by the end of FS, KS1 and KS1	assistants, in addition to standard lessons. Using provision mapping according to the most recent data. To provide extra support to maintain attainment. Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as seen in intervention monitoring.	4
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Lancashire pupil Tracker £1,500	All groups' progress in school are closely tracked and intervention delivered if needed	2 4
Educational Visits £3,250	To provide life experiences for PP pupils and increase their cultural capital	2 3
Administration £7,250	To ensure all PP pupils are accounted for in school, have support when needed and communication with parents is clear	1 3 4 5
Curriculum Resources £3,890	Ensure all PP pupils have the equipment that is needed to access the curriculum e.g. PE kits, swimming kit Ensure practical equipment is for pupils who need further modelling of abstract concepts e.g. in maths	2 4
Breakfast and after school clubs £4,380	To provide food, care and safety for some PP pupils including PP and children looked after To ensure PP pupils are punctual	1 3 5
Food / milk £1,218	To provide younger PP pupils with adequate food and milk	5
Breakfast bagels £950.00	To provide a healthy breakfast and to encourage attendance and punctuality	1 5

**Total budgeted cost: £40, 184 + £32,428 + £21, 568 = £94,180**

## 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.

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. 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 and high quality online learning provided by St Anne's school.

Although overall attendance in 2020/21 was lower than in the preceding years with persistent absence at 15%, it was in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Whole school attendance for the academic year 21-22 was 94% which highlights the action of the PP strategy had a positive impact.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during the 20-21 year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding during 21-22 year 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 for the 22-23 year. The addition of a pupil pastoral worker focusses on just this.

## Externally provided programmes

*None.*

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- possibly utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.