



## Pupil premium strategy statement

This statement details our school's use of pupil premium, for the 2024-2025 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
<b>St Anne's CE Primary School, Waterfoot</b>	
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	30.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	18 <sup>th</sup> September 2024
Date on which it will be reviewed	September 2025
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	£92,750
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	£92,750

## Part A: Pupil premium strategy plan

### Statement of intent

St Anne's CE Primary School has a number of children in receipt of Pupil Premium Funding (PPF). These children have a wide range of needs which are not all academic. Children with specific Special Educational Needs or Disability (SEND) are given targets and agreed action plans which support them in making them small steps of progress. Specialist SEND provision is mostly funded from SEND monies but Pupil Premium Funding is used to extend provision where necessary. Children making smaller steps of progress are provided with group or 1-1 support. PPF is used to fund additional hours for teaching assistants and sometimes teachers.

All children who qualify for PPF or display barriers to learning are targeted through a range of interventions; their progress and attainment are closely monitored. The Headteacher (and Governing Body through the SEC Committee) monitors the progress of children eligible for PPF and meets at regular intervals with each class teacher to discuss progress and attainment. In our Foundation Stage unit, we fund additional staffing to support those with barriers to learning. In Key Stage 1 and Key Stage 2 we fund additional hours for support staff to support learning and deliver intervention strategies aimed at closing any gaps that have been identified.

We aim to use the PP Grant to diminish the differences between pupil groups. We closely monitor how we are spending the allocated funds to ensure they are having a positive impact on achievement.

### Challenges

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

Challenge number	Detail of challenge
In school barriers	
1	Communication and language; oral skills on entry in reception class are often lower for PP children than others which can inhibit progress
2	Behaviour and emotional issues; PP children often have experienced life events that have impacted on them emotionally e.g. adverse childhood experiences.
3	Cognition and learning; PP often have low expectations placed on them which leads to low self-esteem and this inhibits progress in school

External barriers	
1	Attendance rates for PP children are currently lower than others (96%)
2	Parental engagement and support: lack of good routine, sleep, food, homework engagement, 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
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. By July the percentage between PP and non PP will have decreased.
Improved language skills in particular speaking & listening, phonics and reading skills for pupils eligible for PP in EYFS and KS1.  Time to talk programme delivered by trained TAs.	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 SEN) meet age-related expectations. Bought in services from an educational psychologist where needed. All PP children improve their reading skills so they can access all the curriculum.
PP children will develop more self-confidence and will be able to display more resilience when they encounter new situations and learning, including new arrivals during the year.	Pupils eligible for PP will access the curriculum more readily and enthusiastically, so that by the end of the year all pupils eligible for PP (and without SEN), demonstrate good behaviour for learning and meet age-related expectations.
Higher rates of progress throughout school for pupils eligible for PP.	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.
Children motivated by experiences and are able to communicate their learning through closing the communication and language gap in EYFS and Year 1.	Improved language and communication skills and greater depth in their writing from experiences out of school as well as visitors in school. It will include opportunities for more able PP children to link into special projects and extend their learning. Creative curriculum.

Attendance and punctuality improved. PP persistence absentees has reduced.	Attendance for PP children remains good and in line with non PP children. (96%) Use of attendance contracts, early help and pastoral worker to support families.
Cultural capital and wider experiences to be enhanced for PP pupils who do not experience wider opportunities at home.	PP children have wider experiences throughout the year e.g. London visit in year 6, Halle orchestra, zoo, sporting events.

## 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: £ 36,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant hours employed for further terms. (linked to catch up scheme)	Teaching assistant can deliver further intervention programmes beyond Autumn term 2021 into 2022.	In school barriers 1,2, 3
TA support for focused interventions	Support in the classroom -1:1 and small group interventions to meet all needs. CPD for support staff delivering this training. (Free CPD from Rossendale Inclusion Hub)	In school barrier 2 and 3 External barrier 1
Pastoral Worker employed	Wider family support, early help support Group and 1:1 pupil support on EBSA, mental health, barrier to learning	In school barrier 2 External barrier 1

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

Budgeted cost: £ 36,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved speaking &amp; listening, phonics and reading fluency in Yr 1 and 2. Catch up phonics for KS2 children through targeted interventions.</p>	<p>1:1 and small group provision to take place on a daily basis. (Provision Maps)                      New phonics scheme being delivered.                      Training for staff on phonics, speaking &amp; listening strategies where required.</p> <p>Some PP children need regular targeted support to catch up as they have reading, speaking &amp; listening and phonics levels below age related expectations</p>	<p>In school barrier 1</p>
<p>Increased numbers of PP children attaining their expected standard by the end of FS, KS1 and KS1</p>	<p>Weekly sessions in targeted areas with pupils with an experienced teaching assistants, in addition to standard lessons. Using provision mapping according to the most recent data.</p> <p>We want 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.</p>	<p>In school barrier 2 and 3</p>

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

**Budgeted cost:** 36,225

Pastoral Worker employed £6,856

Resources (Pupil Tracker and phonics) £2,000

Educational Visits £3,850

Administration £1,700

Curriculum Resources £2,640

Breakfast and after school club places (CLA and targeted PP children) £1,984

Food / Milk £829

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expenditure into rewards for attendance in school	Children are more likely to want to be in school more frequently.	External barrier 1
Provide high quality enrichment opportunities in school that PP don't often receive	PP children have similar experiences to others. This can be drawn upon for writing, playing and acquiring life skills. E.g. using money on an educational visit-real life Maths.	In school barriers 1-3
Meet basic needs of child-breakfast, childcare, supplies	Children are in school on time, ready to learn and fed	In school barriers 1-3
Pastoral worker working with pupil in groups, 1:1 on mental health, ACEs, and wider family support	Families supported with children's attendance Support increasing number of families needing early help SEND pupils supported wider	In school barriers 1-3

**Total budgeted cost: £36,225 + £36,666 + £19,859 = £92,750**

## 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 2023-2024 academic year.

Disadvantaged pupils were focussed on throughout 2023-2024. Provision maps show the support they received in intervention sessions and the progress they made. Most made good progress using year group expectations or PIVATS to track smaller steps for those with SEND.

Standardised teacher administered tests and diagnostic assessments show that disadvantaged children made fair progress.

Attendance data shows that some pupils' attendance increased over the year.

The need for further support for some pupils and families was needed. Pastoral worker employed.