

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	177
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	October 2021 + reviewed each year
Date on which it will be reviewed	ongoing
Statement authorised by	Sarah Bernto
Pupil premium lead	Gemma Burnitt
Governor / Trustee lead	Lucy Ring 2021-23 Yasmin Sanchez-Pearson 2023-24

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2021/22	2021/22 £39,005 (Taken from numbers of those eligible from census Oct

	2020, due to lockdown later in year)
Pupil premium funding allocation this academic year 2022/23	£55400
Pupil premium funding allocation this academic year 2023/24	£56,745
Recovery premium funding allocation academic year 21/22	£3532.20
Recovery premium funding allocation academic year 22/23	£3 248
Recovery premium funding allocation academic year 23/24	Forecast £5000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year 2021/22 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42537.20
Total Budget for academic year 22/23	£58648
Total budget for academic year 2023/24	£61745

Part A: Pupil premium strategy plan

Statement of intent

No pupil should be disadvantaged due to their home economic situation. All our pupils should have access to the same experiences, learning, vocabulary, knowledge and resources, to allow everyone to attain to the best of their abilities, make expected or better progress and have good mental health.

Our pupil premium strategy enables access to high levels of adult support, including an additional Literacy teacher in KS2 and teaching assistants throughout the school. This ensures that pupils have access to quality first teaching with higher adult ratios. Gap filling intervention happens within lessons where possible and pupils therefore have access to a full wider curriculum with adult support enabling scaffold and alternative recording methods for those who require it. When pupils enjoy and achieve in lessons, the pro social experiences and feelings of well being that they gain, supports good mental health and socialisation. High levels of adult support is also enabling of our therapeutic approach to behaviour, which links to promotion of good mental health. We will also provide resources and financial support for trips and clubs where needed, to enable all pupils equal access.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between those eligible for PPG and those children who are not (widened, especially over lockdown)
2	Cross over with those eligible for PPG and those who have SEND
3	Low baseline into Reception class. Lack of access to resources and experiences at home- smaller vocabulary and less experience of the wider world
4	Parents/carers unable to provide support for learning during lockdown
5	Children with low self esteem and lack of confidence to take risks, especially in writing
6	Attendance – persistent absence/lateness
7	Pupil coming to school without correct uniform or resources. Families not able to support with the costs linked to trips and visitors

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
<p>To narrow the attainment gap between children eligible for PPG and those who are not eligible.</p> <p>Current attainment gaps:</p> <p>Writing 34%</p> <p>Reading 22%</p> <p>Maths 19%</p> <p>For progress of those eligible for PPG to be at 'expected' or above in maths, writing and reading</p>	<p>Reading Attainment – gap to close by 8% by end 2022. 5% Thereafter</p> <p>Writing attainment – Gap to close by 10% by end 2022, 10% further by end 2023, 5% thereafter</p> <p>Maths – Gap to close by 8% by 2022, then 5% thereafter</p>
<p>For children eligible for PPG to not be disadvantaged in the wider curriculum and RE (take away the need for core subject intervention to happen during these lessons)</p> <p>(2023- interventions scheduled so that only minimal sessions of other subjects are missed – prioritising reading)</p>	<p>Children will have access to the full curriculum. Data will show that they are reaching expected levels (with scaffold and alternative recording methods for some pupils) for wider curriculum subjects and RE.</p>
<p>Children will not be disadvantaged by their home economic situation</p>	<p>Some children will have trips/ uniform/ financial support for school clubs and resources provided as needed.</p>
<p>Absence</p>	<p>Any child who is identified as having attendance of less than 96% will be monitored by the EWO. Action will be taken to work with families to improve individual's attendance.</p> <p>Persistent absence level to drop in line with EWO advice</p>
<p>Pupils will have good self esteem (particularly for literacy)</p>	<p>Increase confidence will be seen through pupil survey, parents surveys and reflected in progress and attainment date.</p>
<p>Children will behave in pro social ways</p>	<p>Small number of difficult and dangerous behaviour incidents will be recorded. Any children exhibiting these behaviours will be receiving wider professional support.</p>

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: £9, 500 (4 mornings/week- Y5 and y6)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional KS2 teacher- quality first teaching (in smaller groups)</i>	<p>“Supporting the attainment of disadvantaged pupils Briefing for school leaders”</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ remaining budget , less cost of teacher as above , less wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional literacy teacher + thus higher teacher ratio in literacy Ks2</i></p> <p><i>Update 2023- for y5 and 6 only</i></p>	<p>Education Endowment fund: “The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils”</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2, 3, 4,5
<p><i>TA support in wider curriculum and RE in the classroom to enable alternative recording methods/supportive scaffolds planned by the teacher.</i></p> <p><i>2023 – Tas will also run interventions to close gaps in</i></p>	<p>Ofsted research document showing the importance of access to a broad and balanced curriculum:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf</p>	1, 2, 3, 4,5

<i>Reading, for all pupils, including those with EAL</i>		
<i>TA support in maths (includes gap filling and catch up within lessons planned by the teacher. Number Stacks intervention will also be used in the maths lesson.</i>	EEF research: TAs are best used to add value to the teacher, not replace them: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4,5
<i>2023: 1-1 reading with those who do not read at home and require catch up</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf	1, 2, 3,4 , 5
<i>2023 Working with parents (workshops, 1-1 support, and Homework club)</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 3, 4, 7

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

Budgeted cost: £ cost of teacher as above + £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO</i>	N/a	6
<i>Literacy group – love of literacy – enjoy and achieve Adult support in school to ensure that the school's therapeutic approaches to behaviour policy is followed.</i>	See behaviour policy	5
<i>Clubs/uniform/trips</i>	n/a	7

Review for end of year 2021/22 and 2022/23:

Intended outcome	Success criteria	Outcomes
To narrow the attainment gap between children eligible for PPG and those who are not eligible. Current attainment gaps: Writing 34% Reading 22% Maths 19%	Reading Attainment – gap to close by 8% by end 2022. 5% Thereafter Writing attainment – Gap to close by 10% by end 2022, 10% further by end 2023, 5% thereafter	2021/2 =Reading = average attainment gap expected or above end 2022 11.6% Writing= average attainment gap expected or above end 2022 22.43% Maths = average attainment gap expected or above end 2022 = no gap -----

For progress of those eligible for PPG to be at 'expected' or above in maths, writing and reading	Maths – Gap to close by 8% by 2022, then 5% thereafter	<p>2022/3</p> <p>Reading = average attainment gap expected or above- 6.59%</p> <p>Writing = average attainment gap expected or above 27.5%</p> <p>Maths = average attainment gap expected or above= 22%</p> <p>NB there has been movement in the school regarding admissions- some children eligible for PPG left the school. Increase in those eligible for PPG who also have SEND or EAL</p> <p>Progress for 2022/3 for those eligible for PPG. % for those making expected or accelerated progress:</p> <p>Reading – 86.05%</p> <p>Writing = 95.37 %</p> <p>Maths = 90%</p>
For children eligible for PPG to not be disadvantaged in the wider curriculum and RE (take away the need for core subject intervention to happen during these lessons)	Children will have access to the full curriculum. Data will show that they are reaching expected levels (with scaffold and alternative recording methods for some pupils) for wider curriculum subjects and RE.	<p>2021/22 = All ks2 children accessing full wider curriculum, as literacy intervention happens during literacy lessons. All children at expected or expected with scaffold, unless there is significant SEND, in wider curriculum subjects.</p> <p>2022/23 = as above</p>
Children will not be disadvantaged by their home economic situation	Some children will have trips/ uniform/ financial support for school clubs and resources provided as needed.	<p>2021/2 = All PPG children had full access to trips, including residential trip. Parents given opportunity to take up free spaces in holiday clubs.</p> <p>2022/23 = as above</p>
Absence	Any child who is identified as having attendance of less than 96% will be monitored by the EWO. Action will be taken to work with families to improve individual's attendance. Persistent absence level to drop in line with EWO advice	<p>Actions taken with support of EWO:</p> <p>- See table below **</p>
Pupils will have good self esteem (particularly for literacy)	Increase confidence will be seen through pupil survey, parents surveys and reflected in progress and attainment data.	<p>Pupil survey showed that 100% of pupils in the literacy group wanted it to continue. Literacy group data case study shows very good progress</p>
Children will behave in pro social ways	Small number of difficult and dangerous behaviour incidents will be recorded. Any children exhibiting these behaviours will be receiving wider professional support.	<p>2021/22</p> <p>42 behaviour incidents recorded across the year. Record keeping is thorough in the school – most incidents pertain to those with complex needs, who already have wider professional support/ therapeutic plans.</p> <p>-----</p> <p>2022/23</p> <p>200 incidents are recorded. However, the rise in number is linked to children with complex</p>

		need , including those now receiving AP awaiting Special school. It is also due to the way in which staff are now more rigorous following training, to record incidents and to also record follow up actions.
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** EWO intervention 2021/22

EARLY INTERVENTION:	
Attendance Support worker attendance meetings	11
Letters to raise attendance concerns	17
Home visits	1
Parental meetings in school	13
Attendance challenges, assemblies, parent events	0

SAFEGUARDING SUPPORT:	
Child Protection Meetings attended	7
TAC, Professionals meetings, annual reviews attended	0

AST SUPPORT/LEGAL PROCESS:	
Information Letters sent	5
Attendance Panel Meetings	4
Fixed Penalty Notice Warning Letters sent	4
Fixed Penalty Notices issued	4
Prosecutions sent to Legal	0
Resolved Prosecution	0

EWO (now known as ASW) intervention 2022/23

EARLY INTERVENTION:	
Attendance Support Worker meetings	11
Letters to raise attendance concerns	37
Home visits	1
Parental meetings in school	11
Attendance challenges, assemblies, parent events	0

SAFEGUARDING SUPPORT:	
Child Protection Meetings attended	0
TAC, Professionals meetings, annual reviews attended	0

AST SUPPORT/LEGAL PROCESS:	
Information Letters sent	3
Attendance Panel Meetings	2
Fixed Penalty Notice Warning Letters sent	9
Fixed Penalty Notices issued	5
Prosecutions sent to Legal	0
Resolved Prosecution	0

42 children were monitored for attendance concerns- 25 children had improved attendance across the year. The rest had levels sustained or cases were escalated for further action. Unauthorised holiday impacts persistent absence- see rise in fixed penalty numbers.