

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 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	168
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/5
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25
Statement authorised by	Bridget Tobin
Pupil premium lead	Gemma Burnitt
Governor / Trustee lead	Yasmin Sanchez-Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,350
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	£ 71,350

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's we are committed to ensure that Pupil Premium funding makes a difference. All members of staff and school governors accept responsibility for children who are 'vulnerable' or 'socially disadvantaged' and are committed to meeting their pastoral, social and academic needs within the school environment, closing any gaps between their attainment and that of their peers by removing barriers to learning.

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 for all to high quality first teaching, including adaptive teaching, and high levels of additional adult support throughout the school. Gap filling intervention happen when necessary to support pupil progress. 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. 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 believe that all pupils should have good attendance and work with families and wider professionals to enable this. 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 who are not
2	Cross over with those eligible for PPG and those who have SEND. Some pupils who qualify for Pupil Premium funding have specific SEND needs
3	High migration into school. Pupils joining school with gaps in learning/experience from a different education system. We also have a number of pupils joining throughout the school who have English as an additional language.
4	Attendance – persistent absence/lateness

5	Pupil coming to school without correct uniform or resources. Families not able to support with the costs linked to trips and visitors
6	Some pupils needing more support for social communication skills and thus requiring some pro-social behaviour support too. Some pupils have experienced trauma and thus again require additional support in this area.

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>For progress of those eligible for PPG to be at 'expected' or above in maths, writing and reading</p>	<p>Progress rates across the school for PP children are similar or equal to other pupils in Reading Writing & Maths (RWM)</p> <p>The percentage of (non-SEN) PP pupils achieving or surpassing age related expectations in RW&M, is similar to non-PP children.</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.
Ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<p>The attendance of PP children is similar to that of non- PP children, so that they have access to school provision.</p> <p>Any child who is identified as having attendance of less than 92% will be monitored by the ASW and school staff. Action will be taken to work with families to improve individual's attendance.</p>
Children will behave in pro social ways	<p>Well-being pupil surveys, parental surveys and staff surveys will show that pupils are perceived to behave well.</p> <p>A small number of difficult or dangerous behaviour incidents will be recorded and actions will be recorded to show improvements.</p>
Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Increase confidence will be seen through pupil survey, parents surveys and reflected in progress and attainment date.</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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure teachers' practice is supported by strong CPD in order to facilitate effective pedagogy	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-	1, 2, 3,
Support and guidance for teachers to further develop scaffolding strategies for all lessons	Education Endowment fund: "The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils" https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2,
Continue to review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by SENCO)	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2
Ensure a consistent approach to the teaching of English across school following the teaching sequence model with reading and writing.	See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1, 2, 6

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

Budgeted cost: £ 65,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up reading- intervention to develop fluency and vocabulary development	A recommended intervention by the EEF: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy	1, 2, 3
Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations – use Numberstacks maths intervention	https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf	1, 2, 3
Effective deployment of staff, Teaching Assistants to support key children and year groups. TA support in the classroom to enable adaptive teaching/ scaffolds planned by the teacher. Also support with pupils requiring emotional and behavioural guidance.	Ofsted research document showing the importance of access to a broad and balanced curriculum for all pupils: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf 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, 6
To use an additional teacher in Upper KS2 for bespoke individual/ small group intervention to support alongside PP children each morning (1x3 days)	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	1,2, 3
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Assistant Head Teacher and PP Lead Pupil progress meetings termly	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their	1

Regular monitoring of targeted interventions	effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support worker -Engage the relevant support professionals in line with the Attendance policy to encourage good attendance.	https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eec38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024_.pdf	4
Provide an ELSA intervention (including some lunch club provision) and enable PP children to participate in these.	https://blog.soton.ac.uk/edpsych/category/elsa/	1, 2, 5
Parent Partnership Meetings	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF identifies that working with parents in a range of ways to support their children can have a positive impact of +4 month's progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Clubs/uniform	n/a fair access	2

Provide financial support for PP children so that they can attend all educational trips free of charge. Financial support to attend ASC/BAC.	Additional non-academic activities can provide free or low cost alternatives to sport, music, and other enrichment activities (such as trips or camps) that more advantaged families are more likely to pay for outside of school. Having the option to attend these after school can also have an impact on attendance due to the requirement to be in school in order to attend https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2,5
Use of outdoor learning to support key groups of pupils Staff Training to increase access for all pupils to outdoor learning opportunities.	Key findings: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://www.woodlandtrust.org.uk/media/43645/outdoor-learning-resource-pack.pdf	

Total budgeted cost: £ 71,350

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 to 2024 academic year.

<p>The achievement gap between pupils eligible for PPG and their peers, while still present, remains relatively small in most cases, though it is more noticeable among pupils with more complex needs. This is due to the rapid identification of pupils at risk of not making sufficient progress and the timely interventions planned and implemented through the pupil progress meetings. A significant number of PPG pupils have shown accelerated progress, particularly in Reading and Maths.</p> <p>Pupil interviews indicated that they felt supported in school, and parents were pleased with the interventions and extra assistance provided for their children.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils