

St. Anne's C.E. (VC) Primary School SCHOOL VALUES

“Together with God, Making Learning a Life Long Friend”

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

PUPIL PREMIUM STATEMENT

To achieve our Christian vision and to ensure all children live lives of hope and aspiration, we use our Pupil Premium funding to remove barriers to learning.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 C.E. Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	26.6.2023
Date on which it will be reviewed	July 2024
Statement authorised by	Edward Hobson, Headteacher
Pupil premium lead	Edward Hobson, Headteacher
Governor lead	Rachel Orbell, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,020
Recovery premium funding allocation this academic year	£3335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31355

Part A: Pupil premium strategy plan

Statement of intent

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. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our baseline assessments in Reception identifies that gross and fine motor skill development is an area of need for our most disadvantaged pupils.
6	Attendance analysis since full school opening following Covid-19 indicates that attendance amongst disadvantaged pupils is lower than non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with none-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with none-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• maintain excellent behaviour standards• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved gross and fine motor skill development for all pupils upon entry to the school.	Assessment by end of EYFS will show that children have reached a Good Level of Development in Physical Development and Literacy.
Attendance of disadvantaged pupils improves.	Attendance of disadvantaged pupils is in-line with non-disadvantaged pupils.

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.

Targeted academic support (for example, tutoring, one-to-one support structured interventions) <u>Budgeted £23000</u>				
<u>Strategy</u>	<u>Development Area</u>	<u>Activity</u>	<u>Evidence that supports approach</u>	<u>Challenge addressed</u>
Year 6 / 5 / 3 Maths School led tutoring	CHN have entered year group without achieving previous year expected level of attainment.	15 hours of 1:5 Maths tutoring for 10 pupils (Y6) 15 hours of 1:6 Maths tutoring for 6 pupils (Y3) 15 hours of 1:6 Maths tutoring for 6 pupils (Y5)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2/3
Year 2/3/5/6 Reading School led tutoring	CHN have entered year group without achieving previous year expected level of attainment.	15 hours of 1:7 Reading tutoring for 7 pupils (Y2) 15 hours of 1:6 Reading tutoring for 6 pupils (Y3) 15 hours of 1:6 Reading tutoring for 6 pupils (Y5) 15 hours of 1:6 Reading tutoring for 6 pupils (Y6)		2/3
Year 6 Maths Booster by TA	CHN have entered Y6 without achieving Y5 Maths expected level of attainment.	Small group Maths intervention sessions 1:6		2/3

Year 6 English Booster by TA	CHN have entered Y6 without achieving Y5 English expected level of attainment	Small group Reading intervention sessions 1:6		1/3
Year 3 English booster by TA	CHN have entered Y3 without achieving Y2 expected level of attainment.	Small group Reading intervention sessions 1:6		2/3
Year 2 Phonics teaching	CHN have entered Y2 without achieving Y1 Phonics check	Small group differentiated Phonics teaching with additional adults. Whole Year.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Year 1 Phonics teaching	Previous year's Phonics results had dropped to in-line with national average	Small group differentiated Phonics teaching with additional adults. Whole Year.		1
Year 1 Guided Reading teaching	Guided Reading groups in Year 1 bigger and not seeing adult daily.	Small group differentiated Guided Reading teaching with additional adults. Whole Year.		1
Reading Stars	CHN have entered Y6 without achieving Y5 Reading expected level of attainment.	6 hours of 1:8 Reading Stars delivered by SCFC	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1/3/4
Active Maths	CHN have entered Y2 without achieving Y1 Maths expected level of attainment.	6 hours whole class Active Maths delivery by SCFC	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	2/3/4/5
Teaching Assistants	Teaching Assistant allocated per class	3 hours support per class every morning for academic year	And in small groups:	1/2/3/4

			Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Squiggle while you wiggle	Gross and Fine Motor Skills	Every day 5 minute activity	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

Teaching (for example, CPD, recruitment and retention)
Budgeted £4000

<u>Strategy</u>	<u>Development Area</u>	<u>Activity</u>	<u>Evidence that supports approach</u>	<u>Challenge addressed</u>
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access White Rose resources and CPD (including Teaching for Mastery training).	Maths curriculum did not reflect the needs of 2021 child.	Subscription to White Rose Maths and Mathletics Teacher release time	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2/3
Mastering Number delivery inc training	CHN have entered Reception, Y1 and Y2 with a poor grasp of the	Reception, Year 1 and Year 2 classes to deliver Mastering Number programme to class as	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2/3

	concept of number in Maths	an extra Maths sessions five times weekly in the afternoon. Release time for staff training	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Staff training in delivery of Phonics programme in Reception, Y1 and Y2.	CHN are not achieving level of Phonics expected of their year group	Small group differentiated Phonics teaching with additional adults. Whole year.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted £8000

<u>Strategy</u>	<u>Development Area</u>	<u>Activity</u>	<u>Evidence that supports approach</u>	<u>Challenge addressed</u>
Forest School sessions	Observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils	Weekly Forest School sessions for different year groups	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3/4/5
Nurture opportunities	Observations indicate that a growing number of children require wellbeing support	Dedicated TA available for Nurture sessions once a week		3/4
Y4/6 Residential support	Observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to	Subsidised costing for Pupil Premium Children	Offering a wide range of high-quality extracurricular activities to boost wellbeing, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising.	3/4

	a greater extent than for other pupils			
ASM After-School Club support	Observations indicate that children have missed out on enrichment opportunities in the past academic year.	Additional Pupil Premium Children attend extra-curricular activities	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.	3/4/5
Support from Educational Welfare Officer	To improve attendance for Disadvantaged pupils.	Attendance clinics and analysis for disadvantaged parents and carers	To provide pastoral care, support for vulnerable families and boost attendance figures. SLA of Educational Welfare Officer support. To provide Social and Emotional support to all Pupil Premium children in need of this support. Targeted specialist emotional / well-being support. EEF Toolkit – Social and Emotional Learning	6
Contingency fund for acute issues.		Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.		ALL

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 2022 to 2023 academic year.

Internal and external assessment shows that 64% of disadvantaged are at least achieving the expected level in Reading; 54% in Maths; 61% in Writing and 76% in SPAG. This includes year groups Reception to Y7 (leavers 2022).

83% of our disadvantaged learners achieved and passed the 2023 Phonics Check.

All disadvantaged learners achieved the Early Learning Goal in Speaking, Communication and Listening; Gross and Fine Motor Skills. They also achieved the ELG in Reading and Comprehension.

Our continued Forest School, Nurture programme and Residential opportunities continue to be up taken by Disadvantaged Learners. 80% of disadvantaged learners attended the residential opportunities (the ones who didn't had medical and holiday reasons) and all continue to take Forest School Learning. All benefit when needed from Nurture opportunities. Forest School learners inform us... and Residential learners inform us

Whilst attendance of Disadvantaged learners remains lower than non-disadvantaged learners, (due to two families) 91% v 95%, employment of an Education Welfare Officer has had a positive impact on the attendance of these families increasing attendance for all individuals. The gap in attendance between disadvantaged learners and non-disadvantaged learners remains less than the national gap.

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:

- 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.
- School Council – 2 children from each year group (y2-y6) represent their cohort on our active school council. Members are elected and meet regularly to debate and tackle a range of identified issues and projects. This provided disadvantaged children to work collaboratively, understand tolerance and how decision making can be made collectively.
- House Captains Each week they lead our Celebration Assembly and give out certificates to children who have excelled in school. We ask year 6 children to apply for positions of responsibility around school. This includes working as mentors for younger children at lunch, showing visitors around school, working with school council, supporting younger children on the playground and assisting staff in assemblies. They are open to any year 6 child and we have a number who are disadvantaged. This presents them with the opportunity to work across the school community and to show other children why they are excellent mentors to others and how they demonstrate our school values effectively.
- Playground Leaders – Children volunteer to work at playtimes supporting other children and also leading games and running sports competitions on the playground. This is open to and includes disadvantaged children. Leaders ensure our children play well together and that there are few problems to sort out.
- Community Events – Our children all get the opportunity to get involved in organising charity events each term and also social events. These enable children to work collaboratively with adults in school and from the community.
- Strong Sense of Family- Values – School has always had a strong
- sense of St Anne's as a whole family who look out and care for each other. Our Values sit at the centre of everything we do. Staff talk about them in their conversations with children and they are discussed in assemblies every week. Children are rewarded for excelling in different values each week also.