

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
School name	St Anne's C.E. Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	13%
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	November 2021
Date on which it will be reviewed	July 2022
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	£31,250
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35020

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 maths 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.

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• a significant reduction in bullying• 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.

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 2 Maths National Tutor Programme tutoring	CHN have entered Y2 without achieving Y1 Maths expected level of attainment.	15 hours of 1:3 Maths tutoring for 6 pupils	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 4 Maths National Tutor Programme tutoring	CHN have entered Y4 without achieving Y3 Maths expected level of attainment.	15 hours of 1:3 Maths tutoring for 6 pupils		2/3
Year 5 Maths National Tutor Programme tutoring	CHN have entered Y5 without achieving Y4 Maths expected level of attainment.	15 hours of 1:3 Maths tutoring for 6 pupils		2/3
Year 6 Maths Booster	CHN have entered Y6 without achieving Y5 Maths expected level of attainment.	20 hours of 1:4 Maths tutoring for 12 pupils		2/3
Year 6 English Booster	CHN have entered Y6 without achieving Y5 English expected level of attainment	20 hours of 1:4 Maths tutoring for 12 pupils		1/3
Year 3 Maths National Tutor Programme tutoring	CHN have entered Y3 without achieving Y2 Maths expected level of attainment.	15 hours of 1:3 Maths tutoring for 6 pupils		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
School-led tutoring	CHN have entered Y2 without achieving Y1 Maths / English expected level of attainment.	20 hours of 1:4 English / Maths tutoring for 12 pupils	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	1/2/3
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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1/2/3/4
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 concept of number in Maths	Reception, Year 1 and Year 2 classes to deliver Mastering Number programme to class as an extra Maths sessions five times weekly in the afternoon. Release time for staff training	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

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
Y4/5/6 Residential support	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	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
ASM After-School Club support	Observations indicate that children have missed out on enrichment opportunities	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

	in the past academic year.			
Y2 Music Recovery by Entrust	Observations indicate that the education in Music has been impacted by school closures	Y2 Glockenspiels K2M Music lessons	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3/4
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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the 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.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding 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.

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.

COVID CATCH-UP PREMIUM REVIEW 2020-21

TOTAL ALLOCATION £16,580

<u>Year Group</u>	<u>Issue</u>	<u>Plans for Catch-up / Intervention</u>	<u>Length of time</u>	<u>Cost</u>
1	CHN have entered Y1 without achieving predicted ELG in Reception	TA (PC) support in Phonics, Guided Reading and English ensuring small group work possible. Approx 6 CHN 5 days a week, 7 weeks.	Sept 20-Dec 21	£425
1	Review at Oct half-term identified concerns in large group of Phonics, Reading, writing and Maths ability	Teacher (GM) booster sessions three times a week in afternoon. 30 min sessions for 3 groups of 6 in Phonics / Reading Teacher (GM) booster sessions three times a week in afternoon. 30 min sessions for 1 group of 6 in Writing TA (PC) booster sessions twice a week in afternoon. 30 min sessions for 2 groups of 6 in Maths	Nov 20-July 21	£120 / week 30 wks = £3600 £54 / week 10 wks = £540
2	Following lockdown group of Y2 CHN have been identified as being below End of Year (EoY) expectations in Y1 for Phonics, Reading and writing	TA (PC) support in Phonics, Guided Reading and English ensuring small group work possible. Approx. 6 CHN 5 days a week, 7 weeks.	Sept 20-Dec 21	Included as above
2	CHN at risk of missing Phonics Check from Y1	TA (LE) to teach class 5 times a week in afternoon for 30 mins whilst class teacher (LA) delivers booster sessions	Nov 20-Dec 21	£149

2	Review at Oct half-term identified concerns in group of Maths ability	TA (PC) booster sessions twice a week in afternoon. 30 min sessions for 2 groups of 6 in Maths	Nov-Dec 20	Included as above
2	Review at Oct half-term identified concerns in group of Reading and Writing ability	National Tutor programme applied for. 15 hour-block for 12 CHN Writing 12 CHN Reading receiving intensive Guided Reading daily at no extra cost.	April 2021- July 2021 1.11.2020 ongoing	£2000 included above Included in school day
3	Review at Oct half-term identified concerns in group of Reading and Writing ability	National Tutor programme applied for. 15 hour-block for 6 CHN Writing 12 CHN Reading receiving intensive Guided Reading daily at no extra cost.	April 2021- July 2021 1.11.2020 ongoing	£2000 included above Included in school day
3	Review at Oct half-term identified concerns in group of Maths ability	National Tutor programme applied for. 15 hour-block for 6 CHN Maths	April 2021- July 2021	£2000 included above
4	Review at Oct half-term identified concerns in group of Reading and Writing ability	National Tutor programme applied for. 15 hour-block for 9 CHN Writing 8 CHN Reading receiving intensive Guided Reading daily at no extra cost.	April 2021- July 2021 1.11.2020 ongoing	£2000 included above Included in school day
4	Review at Oct half-term identified concerns in group of Maths ability	National Tutor programme applied for. 15 hour-block for 9 CHN Maths	April 2021- July 2021	£2000 included above
5	Review at Oct half-term identified concerns in group of Writing ability	National Tutor programme applied for. 15 hour-block for 6 CHN Writing	April 2021- July 2021	£2000 included above
5	Review at Oct half-term identified concerns in group of Maths ability	3 groups of 5 CHN to have 30 min booster 3 times a week delivered by TA (SL)	April 2021 – July 2021	£1110

Whole School	Teachers having to self-isolate	Classes need Teachers in front of class	ongoing	£4000
Forest School	Children have missed out on social interaction and well-being / self-esteem at a low	Delivery of Forest Schools to Years 6, 4, 3 and Reception		c. £4000
				£15,825