



## Pupil Premium Strategy Statement 2021-2023

Considering best practice advice from the DFE and EEF, St Anne's now publishes a longer-term Pupil Premium Strategy Statement which is reviewed annually. The impact will be reviewed annually and any concerns addressed. The impact of socio-economic issues and, in addition, the COVID-19 pandemic will need to be addressed in the long term.

### EEF Research

**Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

**Targeted Academic Support:** Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

**Wider Strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

### School overview

Metric	Data
School name	St Anne's CE (Aided) Primary School
Pupils in school	305
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£93,944
Academic year or years covered by statement	2021-2023
Publish date	1 September 2021
Review date	1 July 2022
Statement authorised by	Sue Holt
Pupil premium lead	Lee Bennett
Governor lead	Steve Burston

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not available for 2021
Writing	Not available for 2021

Maths	Not available for 2021
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### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Not available for 2021
Achieving high standard at KS2	Not available for 2021

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the Little Wandle phonics scheme effectively.
Priority 2	Directed provision allows time for quality modelling of communication, language and vocabulary development.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£12,000

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve GPC and reading fluency of 90-95%. Buy and embed use of Little Wandle Letters and Sounds Revised resources: fully decodable books, flashcards and friezes.
Priority 2	Ensure all staff are trained in foundation subjects to increase subject knowledge and quality of delivery, including supporting subject leaders.
Barriers to learning these priorities address	Ensuring all staff trained have the opportunity to put the training into practise and
Projected spending	£15,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	PP children will be prioritised for early reading and phonics support.
Priority 2	PP children will receive the support needed to help them catch up as a result of school closures due to COVID-19. Employment of an additional teaching assistant.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in English and Maths
Projected spending	£72,868

### Wider strategies for current academic year

Measure	Activity
Priority 1	Use of a trained TA to provide emotional literacy, counselling and time to talk.
Priority 2	Cultural enrichment accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc.
Priority 3	Attendance for children in receipt of PPG to be in line with non-PPG.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£10,116

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by supply.
Targeted support	Ensuring enough time to provide catch up support small groups in their identified areas of weakness.	Timetabling of trained TAs to deliver effective interventions and provide support for early reading and phonics.
Wider strategies	Ensuring children are identified and time is given to the ELSA worker to carry out sessions.  Persistent absence.	ELSA worker to liaise with SENCO  Regular and rigorous monitoring. Liaison with Attendance Services.

**Review: last year's aims and outcomes**

Aim	Outcome
See PPG 2020-21 Review of Expenditure	