



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 CE (Aided) Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	1 September 2021
Date on which it will be reviewed	20 July 2022
Statement authorised by	Sue Holt
Pupil premium lead	Lee Bennett
Governor / Trustee lead	Steve Burston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,944
Recovery premium funding allocation this academic year	£9470
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£103,414

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

We recognise that not all pupils who receive free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We also recognise that pupils to whom the pupil premium applies are not all low attaining pupils.

Quality First Teaching is integral to our approach and we will focus on the areas in which disadvantaged children need the most support. This approach is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. It is our intent to sustain this approach.

Our strategy is also integral to wider school plans for education recovery and support will be targeted to pupils whose education has been worst affected, including non-disadvantaged pupils.

We adopt an approach which is responsive to common challenges and individual needs. This is rooted in robust assessment and our approaches aim to ensure that all children can excel.

- ⊗ We ensure that teaching and learning opportunities meet the needs of all pupils.
- ⊗ We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- ⊗ We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

We will:

- ⊗ Provide small group work with an experienced teacher focussed on overcoming gaps in learning; e.g. Reading Recovery.
- ⊗ Provide 1:1 support from teachers, teaching assistants to identified need.
- ⊗ Provide additional teaching and learning opportunities provided by trained Teaching Assistant or external agencies.
- ⊗ All our work through Pupil Premium and Recovery Premium will be aimed at accelerating progress moving children to at least age-related expectations. Initially our main focus will be improving skills in reading, writing and maths where gaps have arisen due to school disruption.

Challenges

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

Challenge number	Detail of challenge
1	Where children have missed units of work in maths, and where there was varied interaction with the home learning provided during the national lockdowns and periods of partial school closures, our assessments and observations show that some disadvantaged children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, some children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.
2	Assessments and observations show that our youngest children, in particular, have under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Assessments and observations have shown that children's stamina for writing has diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, the children's writing is behind where they would be expected to be for their chronological age. There are gaps in the children's understanding and application of spelling and grammar rules that need to be addressed. This further inhibits the children's ability to write with ease. A further area affected by home learning was the quality of the children's handwriting.
4	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps. Children currently in Year 1 and 2 have had access to phonics over the period when not in school but the impact is variable. For non-disadvantaged pupils there are greater difficulties with phonics and this negatively impacts on their development as readers.
5	The wider curriculum has been impacted. Some subjects had to be adapted during remote learning which included availability of resources, such as scientific experiments, art and music. Remote learning saw adaptations to some subjects and some key experiences were not as focused. Therefore, it is important to consider the skills and knowledge that were not fully covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively.
6	Children's experiences from both partial school closures will have varied dramatically. Schools are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying

	concerns. It is important to stay vigilant and be prepared to support the children’s emotional and mental wellbeing.
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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 maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024-2025 show that disadvantaged pupils attain at the expected standard in line with non-disadvantaged and above the national average.
Improved oral language skills and vocabulary among disadvantaged pupils.	Children will have secure use of relevant vocabulary and be able to make connections across core concepts taught in line with their peers.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024-2025 show that disadvantaged pupils attain at the expected standard in line with non-disadvantaged and above the national average.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024-2025 show that disadvantaged pupils attain at the expected standard in line with non-disadvantaged and above the national average.
To achieve and sustain improved wellbeing for all children in school, particularly our disadvantaged pupils.	<p>Sustained levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. • An increase in participation in enrichment activities, particularly among 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments: PIRA, PUMA and GL Assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose resources and CPD.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will reinforce tiers of vocabulary to ensure children can articulate, through spoken and written language, deep subject knowledge and make connections between concepts.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Purchase of 'Little Wandle'- a DfE validated Systematic Synthetic Phonics programme - to secure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	4

stronger phonics teaching for all pupils.	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
To use Comparative Writing to measure progress, compare standards in writing in other schools and use diagnostics to identify areas to focus on.	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Assessment and Feedback Toolkit Strand	3
Implementation of our Mental Health and Emotional Wellbeing Policy through universal targeted approaches.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk	6

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

Budgeted cost: £72,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	4
To provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of	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:	1-5

the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
To fund the 25% top up to the School Led Tutoring Grant.	See above	1-5

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

Budgeted cost: £10,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a trained TA to deliver emotional literacy support, counselling and time to talk (ELSA).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6
To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc.	The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning. Life skills and enrichment EEF Toolkit	5
To ensure attendance for children in receipt of PPG to be in line with non-PPG.	The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Improving School Attendance	1-6
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

Total budgeted cost: £109,984

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 2020-2021 showed that, whilst all children in KS2 attained slightly less well than expected, disadvantaged children achieved in line with non-disadvantaged. The largest gap was in reading. We have been successful over the past few years on diminishing the differences and this was evident in teacher assessment for 2021.

In KS1 attainment for all children was lower than expected as the pandemic has had wider impact. As evidenced in school across the country, school closure was most detrimental to disadvantaged pupils as additional interventions could not be rigorously delivered. Remote learning was provided and rigorous contact between home and school. The gap between disadvantaged and non-disadvantaged children has widened in our younger cohorts.

Attendance has historically been very good but the impact of the pandemic has seen this fall to a lower rate. Attendance for disadvantaged children has fallen below that on non-disadvantaged. This is higher than in previous years and remains a focus of our plan.

We are also continuing to support pupil wellbeing and implement our universal and targeted offers, including the ELSA role.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	