

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Ann's CE Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	11.08% (46)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01 September 2023
Date on which it will be reviewed	01 September 2024
Statement authorised by	Mrs Laura Rynn
Pupil premium lead	Mrs Laura Rynn
Governor / Trustee lead	Mrs Rachel Pickles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,740
Recovery premium funding allocation this academic year	£5,945
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	£76,685

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective of our Pupil Premium strategy is:

To address the additional challenges disadvantaged pupils may face that impact negatively on their education and access to our teaching so that they achieve their full potential.

These barriers typically include: attendance and punctuality, social, emotional, mental health or behavioural barriers, safeguarding concerns, access to technology and educational materials or being more able but not reaching their full potential.

Our pupil premium strategy plan works towards achieving this objective by taking a balanced approach and adopting the EEF's recommended tiered model which focuses on high quality teaching, targeted academic support and adopting wider strategies.

The key principles of our strategy include:

- *all staff to have uncompromising ambition and high aspirations for our disadvantaged pupils*
- *implementation of evidenced based strategies relevant to the context of our school setting*
- *approaches employed should be integrated into the child's current curriculum*
- *diagnostic assessment to identify the specific areas for development for each child*
- *develop a clear understanding of the non-academic challenges faced by each pupil*
- *regular and robust evaluation of the impact of strategies*

Challenges

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

Challenge number	Detail of challenge
1	Engaging the families facing most challenges which can result in a lack of home support.
2	Gaps in learning as a result of lost time in school due to the pandemic.
3	Special educational needs.
4	Social, emotional and mental health barriers.
5	Attendance

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
Disadvantaged pupils will make at least sustained progress in Reading, Writing and Maths from their individual starting points.	End of KS2 pupils achieve national average progress scores in Reading, Writing and Maths (0) and 100% of EYs-Y5 make at least sustained progress from their prior key stage starting point. % achieving at least ARE will be in line with others nationally.
Y1 disadvantaged pupils will achieve the expected standard on the Y1 Phonics Screening Check.	For all disadvantaged pupils to achieve national average expected standard in PSC unless severe SEND.
Social, Emotional and Mental Health barriers of disadvantaged pupils will be removed so that pupils make at least sustained progress in Reading, Writing and Maths from their individual starting points.	Disadvantaged pupils with Social, Emotional and Mental Health barriers will be supported through accurate assessment and targeted therapeutic intervention and make at least sustained progress from their prior key stage starting point. % achieving at least ARE will be in line with others nationally.
Attendance of disadvantaged pupils will be in line with their non-disadvantaged peers, and at least 96%. There will be no disadvantaged pupils who are persistently absent.	Attendance of disadvantaged pupils will be at least 96% so that it is in line with whole school target. Barriers to regular school attendance will be removed so that there are no disadvantaged pupils who are persistently absent.
Positive and sustained parental engagement with the life of the school so that pupils know their education is valued.	Families of disadvantaged pupils attend school events and participate in opportunities to engage with school leading to disadvantaged pupils making at least sustained progress from their prior key stage starting point. % achieving at least ARE is in line with others nationally.

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: £69,679 (at least half of the premium should be spent on Teaching)

Activity	Evidence that supports this approach (taken from EEF Toolkit)	Challenge number(s) addressed
Additional teachers to provide targeted small group teaching and increase the ratio of adults to pupils.	<p>Reducing class size results in around three months' additional progress for pupils, on average. It improves the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive and allows the teacher to adjust their teaching approach to suit learners, and improve behaviour and attitudes. It is even more effective when accompanied by professional development for teachers focusing on teaching techniques and approaches.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	2 & 3
<p>All staff receive high quality CPD through accredited providers and the Trust Director of Maths and English. CPD to focus on:</p> <ul style="list-style-type: none"> - Embedding the school's mastery approach to learning - Development of staff pedagogical and subject knowledge - Curriculum planning - Addressing gaps in pupil knowledge 	<p>As Rauch and Coe (2019) explain, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better (Wiliam, 2016)'. Therefore, maximising the quality of teaching through effective professional development of teachers and teaching assistants is essential.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p>	2 & 3
Workshops for class teachers with subject leaders/ Trust Director of Maths and English to ensure lessons are effectively planned to address gaps in knowledge.	CPD includes: Trust Maths TRGS, in class coaching led by the DHT and the Trust Director of Maths & English, external CPD (some of which is offered by NWLP).	2 & 3
Effective induction for staff new to school and ECTS in the teaching of Reading, Writing and Maths.		2 & 3
Effective induction for ECTS (including mentoring and training) via Best Practice network.		1-5

Use of subject-specific assessments (e.g. standardised tests, teacher produced quizzes, PM benchmark) to identify gaps in knowledge and forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Assessment is a crucial tool in a teacher's toolkit to help understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins. It is important to take account of assessment data and change the teaching approach accordingly. This may mean using a focused intervention or using an approach more suited to the pupil's needs. Knowing what children know and which gaps exist in their learning can be an informative exercise.	2 & 3
External audits to be conducted to ensure exemplary teaching and learning and any areas for improvement are identified and addressed (e.g. 2 day review, RWI Development Days).	Auditing informs effective school improvement. This has a positive impact on the education of all pupils, but especially the most disadvantaged.	1-5

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

Budgeted cost: £9,201

Activity	Evidence that supports this approach (taken from EEF Toolkit)	Challenge number(s) addressed
Teachers to deliver small group catch up tuition throughout the academic year to identified pupils based on assessment evidence (ratio 1:4).	Small group tuition enables the teacher to focus exclusively on a small number of learners. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition results in around four months' additional progress for pupils, on average.	2 & 3
Weekly Study Club led by experienced qualified and trained teaching assistants to encourage children to complete homework, and to offer high quality support.	Schools whose pupils do homework tend to be more successful. There is evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment. The quality of the task set appears to be more important than the quantity of work required from the pupil. Homework results in around two months' additional progress for pupils, on average.	1-3
Establish Phonics, Reading, Writing and Maths small group academic intervention groups to enable pupils to keep up with their year group curriculum.	Intervention enables the teacher to focus exclusively on a small number of learners. Intervention enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intervention in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Intervention results in around four months' additional progress for pupils, on average, especially when linked to the work in class.	2 & 3
Daily 1:1 reading with identified pupils across the school who are not on track	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a	1-3

to achieved age related expectation.	replacement for other lessons. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	
Invest in Reading Plus to address the attainment gap in Reading in KS2 between disadvantaged and other pupils.	Reading Plus produces 2.5 years of growth in just 60 hours or 2.0 years in 40 hours of personalised instruction. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on application and practice of specific strategies and the use of self-questioning skills.	2 & 3
Speech and language 1:1 intervention with EYs pupils/ pupils with additional language needs.	The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	2 & 3

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

Budgeted cost: £39,522

Activity	Evidence that supports this approach (taken from EEF)	Challenge number(s) addressed
Family Support Worker employed to work with families to secure regular school attendance.	Attending school regularly supports children's learning and development, makes sure children are kept safe, their wellbeing is promoted and they do not miss out on their entitlements and opportunities. Good attendance promotes good outcomes for children. Good attendance may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm. The average impact of parent engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1 & 5
Family Support Worker and Therapeutic Support TA employed to deliver intervention programmes to pupils with SEMH & behavioural barriers to learning.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and valuable	4

<p>Teachers to complete relevant assessments (e.g. Boxalls, SDQs and Coventry Grids) to highlight areas of needs for pupils showing SEMH needs.</p>	<p>impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. The implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities. Behavioural intervention results in around three months' additional progress for pupils, on average.</p>	<p>4</p>
<p>Two mentoring conversations per year (six for disadvantaged pupils) to discuss with parents/ carers their child's progress, attainment, SEMH and attendance.</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.</p> <p>Feedback studies tend to show high effects on learning. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, Science.</p>	<p>1-5</p>
<p>Chrome books to be purchased to support online learning for all pupils who do not have a personal device at home.</p>	<p>Research conducted into Remote Education has highlighted the benefits of children having access to a computer to support remote education.</p>	<p>1</p>
<p>Extra-curricular activities, including the arts and sport, subsidised as necessary</p>	<p>Overall the average impact of engaging in extra curricular activities on other areas of academic learning is positive and adds roughly 3 monthly progress. However, it is important to remember that arts engagement is valuable in and of itself and that the value of participation in the arts and sports should be considered beyond maths and English outcomes. Wider benefits also include more positive attitudes to learning and increased physical and mental well-being.</p>	<p>2, 4 & 5</p>

Total budgeted cost: £118,402

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2022-23)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
Achieve national average progress scores in KS2 Reading (0) or for 100% to make at least sustained progress from their prior key stage starting point. % achieving at least ARE to be in line with others nationally.	90% achieved ARE (100% of PP pupils) PP Nationally: 60%, other nationally: 78% 93% sustained progress (100% of PP pupils) Progress Score for all: +1.7
Achieve national average progress scores in KS2 Writing (0) or for 100% to make at least sustained progress from their prior key stage starting point. % achieving at least ARE to be in line with others nationally.	81% achieved ARE (83% of PP pupils) PP Nationally: 58%, other nationally: 77% 86% sustained progress (100% of PP pupils) Progress Score for all: +0.8
Achieve national average progress scores in KS2 Maths (0) or for 100% to make at least sustained progress from their prior key stage starting point. % achieving at least ARE to be in line with others nationally.	93% achieved ARE (83% of PP pupils) PP Nationally: 59%, other nationally: 79% 91% sustained progress (83% of PP pupils 5/6) Progress Score: +1.4
For all disadvantaged pupils to achieve national average expected standard in PSC unless severe SEND.	100% (2/2) of disadvantaged pupils achieved the expected standard on the PSC.
Improve attendance of disadvantaged pupils to 96% so that it is in line with whole school target. To reduce the % of PP pupils who are Persistent Absentees.	Attendance of PP pupils: 95.48% (Whole school attendance 96.49%) 6.52% of PP pupils are PA (3/46) 20.0% of PA are PP pupils (3/15)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mathematics Mastery	Ark Curriculum
Mastering Number	NCETM
Read Write Inc	Oxford University Press
Jigsaw for PSHE	Jigsaw PSHE Ltd
Charanga for Music	Charanga Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

No service children on roll last year.

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?	