

# St Anne's C of E (A) Primary School

## Pupil Premium strategy statement

This statement details St Anne's C of E (A) Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 financial 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 financial 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 of E Primary (A) School                                         |
| Number of pupils in school                                              | 199                                                                         |
| Proportion (%) of pupil premium eligible pupils                         | 16.09%                                                                      |
| Academic year/years that our current pupil premium strategy plan covers | 2022-23                                                                     |
| Date this statement was published                                       | 31 <sup>st</sup> December 2022                                              |
| Date on which it will be reviewed                                       | 1 <sup>st</sup> April 2023<br>(Due to PP being awarded in a financial year) |
| Statement authorised by                                                 | C Middleton                                                                 |
| Pupil premium lead                                                      | C Middleton                                                                 |
| Governor / Trustee lead                                                 | R Lilley                                                                    |

### Funding overview

| Detail                                                                                 | Amount                            |
|----------------------------------------------------------------------------------------|-----------------------------------|
| Pupil premium funding allocation this financial year                                   | £34,625 PP<br>Addition £4820 PLAC |
| Recovery premium funding allocation this financial year                                | £3,880                            |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                                |

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| <p><b>Total budget for this financial year</b><br/>If your school is an academy in a trust that pools this funding, state the amount available to your school this financial year</p> | <p>£39,445 PP/PLAC +<br/>£3880 = £ 43,325</p> |
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## Part A: Pupil premium strategy plan

### Statement of intent

At St Anne's, our vision for the school underpins all that we do: "Let all that you do, be done in love" – developing the whole child spiritually, mentally, physically within a caring, Christian environment. We want to make sure that our children are not disadvantaged as a result of their socio-economic context.

St Anne's C of E Primary School is a vibrant, medium sized primary school [NOR 200FT September 2021] situated in Worksop. Officially in Nottinghamshire, it is on the Derbyshire/Yorkshire border. Worksop is part of the Nottinghamshire coalfields area, with areas of acute deprivation. The school has a VA constitution within the Diocese of Southwell and Nottingham.

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.

The use of the pupil premium grant is planned and targeted to help reduce the barriers that children may face.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 a key driver, 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 ultimate aims are to:

- Remove barriers to learning created by poverty, family circumstances and background.
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.

- Enable pupils to look after their social and emotional wellbeing and to develop resilience towards their learning and in life.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- To enjoy learning and have a positive experience of school.

Our strategy to achieve our aims lies in our commitment to overcome identified barriers by ensuring:

- We provide a programme of high quality CPD for all staff driven by the School Improvement Plan and their own personal development targets; thus ensuring all pupils access first quality teaching across the curriculum.
- Our staff work closely with the Inclusion Manager to regularly review data and provide targeted intervention whether that be 1:1/hot - spotting or small group work in a timely manner to quickly address any identified gaps in learning .
- We 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
- Our disadvantaged pupils are challenged in the work that they're set
- That a proportion of funding enables all pupils to access trips, residential, visits and first hand experiences.
- We provide a range of support through our school counselling service to support children with their mental health and overall social and emotional development.
- We provide targeted speech and language development to enable children to articulate their feelings/opinions in a range of situations.
- We provide a range of enrichment experiences within sports, music and arts to enable each child to develop their own characteristics and interests.
- We 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 1                | <p>Social, emotional &amp; mental health difficulties</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for our PP pupils due to a lack of enrichment opportunities during partial school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>This can cause anxiety, worry and emotional difficulties, as the children are not in a place to engage in their learning.</p> <p>This has resulted in significant knowledge gaps for some of our pupil premium children leading to pupils falling further behind age-related expectations and in some cases lacking confidence in their own ability to bring about positive change.</p> |

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| 2 | Analysis of end of KS2 data indicates that the attainment of PP children is below that of their peers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3 | <p><b>Limited cultural capital and enrichment experiences:</b> A lack of cultural capital through limited experiences, affecting comprehension skills.</p> <p>Disadvantaged families at the school have a potential financial barrier to accessing enrichment opportunities that involve a cost for parents. Access to these enrichment opportunities would provide positive academic, personal and social benefits for disadvantaged pupils.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4 | <p><b>Phonics, reading and writing:</b> Prior to and during Covid, we have observed many of our reception children and those in KS1 have poor expressive and receptive language skills, below or well below what is expected for their age. This means they may find it difficult to understand simple instructions or to answer simple questions. They cannot communicate their needs verbally or succinctly. This is a significant barrier to accessing the curriculum.</p> <p>Assessments show that disadvantaged pupils generally do not achieve as well in phonics and writing as their peers and this therefore negatively impacts on their development as a reader and writer.</p> <p>Poor letter sound articulation skills impact significantly on their reading and writing ability and their ability to apply the phonic skills they have been taught.</p> <p>In the EYFS and in KS1, poor speech and language is also a social barrier to learning.</p> <p>In the 2022 Y2 Phonics check 86% of children passed the screening, The percentage of PP children passing phonics screening was 50% with the other child narrowly missing out by 4 marks.</p> |
| 5 | <p><b>Parental Engagement:</b></p> <p>Parental engagement and support for our disadvantaged children, particularly during the school closures, is often less than that of other pupils and impacts on the progress and attainment of disadvantaged pupils.</p> <p>This has become evident through monitoring on the engagement of pupils when accessing the Monster Phonics e-books at home. Particularly in Years 1 and 2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, parent and teacher surveys</li> <li>• A reduction on the number of children requiring Social Emotional Mental Health (SEMH) support</li> <li>• A significant increase in participation of enrichment activities, particularly among disadvantaged pupils</li> <li>• providing training to support adults with gaining a clear understanding of how best to support learners with any mental health needs.</li> <li>• progress of pupils working towards or targeted to achieve GDS;</li> <li>• support funding of uniform for disadvantage pupils to ensure they feel equal to their peers- supporting their self-esteem and social and emotional health;</li> </ul> |
| Improved attainment among disadvantaged pupils in Reading and Maths                                            | KS2 Reading and Maths outcomes in 2024/25 demonstrate an upward trend in the attainment of disadvantaged pupils and the gap to non-disadvantaged has reduced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Lower attaining pupils make good progress from their starting points, post-Covid, in English and maths         | KS2 outcomes show that all disadvantaged pupils will make at least 4-steps progress from their starting points, moving children in the bottom 20% (disadvantaged or not) towards age-related expectations in both writing and maths.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>Improved and sustained resilience for all pupils, particularly our disadvantaged.</p>                                                                                                                    | <p>Observations and discussions with pupils indicate improved motivation and resilience, and this is reflected in the progress the children make (internal data analysis).</p>                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Improved phonics outcomes so that every child is a reader.</p>                                                                                                                                           | <p>Phonics outcomes will show an increase in the number of children, particularly the disadvantaged achieving the expected standard.</p> <p>In house phonics tracking data indicates that pupils are successfully moving through the phonics scheme and are accessing age appropriate books in preparation for KS2.</p>                                                                                                                                                                                                                               |
| <p>To provide support for families to ensure our provision, wider offer and enrichment is available to all, leading to improved engagement for parents, particularly those of our disadvantaged pupils.</p> | <p>Sustained high levels of engagement will be evident through parent feedback, teacher and pupil surveys. This will impact positively on the progress and attainment of disadvantaged pupils. Ensure that, as an inclusive school, provision is available for all. Disadvantaged families feel supported, as children are able to access educational visit, wider enrichment and school provision without / with reduced cost. Pupils' confidence, self-esteem and attainment is supported through access to enrichment outside of school hours.</p> |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this financial year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,560

| Activity                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Teacher support</p> <p>This will update staff training to secure high quality teaching</p> <p>£9,360</p>                                                                   | <p>EEF: Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease.</p>                                                                                                                                                                                                                                                                                         | <p>2, 4</p>                   |
| <p>To employ Speech /Language therapist to work with individuals /small groups in EYFS and KS1 with focus on spoken language and vocabulary development.</p> <p>Est £5200</p> | <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>4</p>                      |

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

Budgeted cost: £13,685

| Activity                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
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| <p>Use of 1:1 Reading support for pupils whose education has been most impacted by the pandemic. A significant proportion of children within these groups will be disadvantaged, including the high attainers.</p> <p>£366 (school led)</p> | <p>EEF: 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 and in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>1,2,3,4</p>                |
| <p>TA support for PP and P-LAC pupils - In the classroom, small group work and intervention programmes (including phonics catch up in KS2)</p> <p>£13,319</p>                                                                               | <p>The average impact of the deployment of a TA is about four months' additional progress over the course of an academic year. Based on this, small group work in maths/english is promoted through the deployment of another adult to promote and support strategies for working memory and reduce cognitive overload through support – provision maps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> | <p>1,2,3,4</p>                |

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|  | <p>Proven to increase a child's progress by an additional 5 months progress, we utilise small group support with our teaching assistants to give our PLAC and pupil premium pupils regular, intensive individual support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £ 11,840

| Activity                                                                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>To enable all children to participate in school trips, raising self-esteem and in turn having a positive effect on attainment.</p> <p>£1,950 trips</p> <p>£1,950 Free access to clubs</p> <p>£600 residential support</p> | <p>After school programmes and clubs with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.</p> <p>Pupils are able to access peripatetic music lessons, including the loan of an instrument from Inspire music tuition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> | All                           |
| <p>Empower parents to support their child's education</p>                                                                                                                                                                    | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5                             |

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| <p>Small group counselling/play therapy</p> <p>£6240</p>                                                                                                      | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Evidence suggests that behaviour interventions provide moderate improvements in academic progress. TA's are utilised on a weekly basis to deliver play therapies, such as Lego therapy, to support children or groups</p> | <p>1</p>   |
| <p>To support the self-esteem and confidence of vulnerable pupils by supporting families to fund uniform.</p> <p>£900 purchase of a school uniform bundle</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform and to make pupils feel included to identify as part of the school community.</p>                               | <p>1,5</p> |
| <p>To ensure pupils have the energy to begin the day and are receptive to learning.</p> <p>£200</p>                                                           | <p>Breakfast provision</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>                                                                                                                                                                           | <p>1</p>   |

**Total budgeted cost: £ 40,085**

## Part B: Review of outcomes in the previous academic year (2021-2022)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that pupil premium children made good progress in some key areas- 50 % passed the Phonic's Screening Check and progress at the end of KS2 was more variable.

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. One to one and small group interventions and support were crucial to aid catch up last year along with the National Tutoring Programme. Reading interventions and maths such as Third Space Learning were implemented throughout these periods. Disadvantaged pupils were prioritised for school places and the majority accessed this offer. Monitoring shows evidence of making connections and linking to previously acquired knowledge. This is resulting in pupils who retain more knowledge where these strategies have been applied consistently. Our focus on pre and post teach assessments and 6 points of assessment proved to be vital in identifying gaps and allowing pupils to recover. This will be developed further this year with the use of standardised assessments which are "fit for purpose" across school. We are moving rapidly to a culture of 'What have our pupils learnt?' and NOT 'What have I taught?'

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. *Children felt supported emotionally and more able to access learning. Children have someone in school they can talk to if they need to. ELSA support was timetabled with children. SENCO worked closely with ELSA lead and parents. Play Therapist works with timetabled children on a weekly basis.* We are building on that approach with the activities detailed in this plan.

(All Pupil Premium children attended year 6 residentials and support was offered to fund this. All Pupil Premium children attended school visits. Funded clubs and music tuition was offered, but not all have taken up the offer. This will be monitored next year, 22-23, and regular reminders will be given to encourage all families to take up the offer).

### 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                 |
|------------------|--------------------------|
| White Rose Maths | White Rose Education Ltd |

