

# 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 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 of E Primary (A) School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	31 <sup>st</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> April 2022 (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 academic year	£30,935PP Addition £7035 PLAC
Recovery premium funding allocation this academic year	£1885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,970 PP/PLAC + £1885 = £39855

# Part A: Pupil premium strategy plan

## Statement of intent

At St Anne's our vision for the school leads 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 Idaci deprivation banding is 0.22.

The use of the pupil premium grant is planned and targeted to help reduce the barriers that children may face. We believe that with the correct support all children can reach their full potential. High-quality teaching is the key driver for our school and our children, 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.

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 .
- Ensure that a proportion of funding enables all pupils to access trips, residential, visits and first hand experiences.

- Provide a range of support through our school counselling service to support children with their mental health and overall social and emotional development.
- To provide targeted speech and language development to enable children to articulate their feelings/opinions in a range of situations.
- To provide a range of enrichment experiences within sports, music and arts to enable each child to develop their own characteristics and interests.
- 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	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures in the last two years to a greater extent than for other pupils. Social and emotional issues for many pupils are linked to a lack of enrichment opportunities during school closures. 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>
2	<p>Analysis of end of KS2 data indicates that the attainment of PP children is below that of their peers.</p>
3	<p><b>Limited cultural capital and enrichment experiences:</b> Many pupils lack of cultural capital limits their educational experience, vocabulary and understanding</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 2021 Y2 Phonics check 77% of children passed the screening, however this was not the case for the PP children.</p>
5	<p>Parental Engagement</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>

## 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.	<p>Sustained high levels of wellbeing demonstrated by:</p> <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</li> </ul>

	feel equal to their peers- supporting their self-esteem and social and emotional health;
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.
Improved and sustained resilience for all pupils, particularly our disadvantaged.	Observations and discussions with pupils indicate improved motivation and resilience, and this is reflected in the progress the children make (internal data analysis).
Improved phonics outcomes so that every child is a reader.	Phonics outcomes will show an increase in the number of children, particularly the disadvantaged achieving the expected standard.  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.
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.	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

	<p>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 academic year** to address the challenges listed above.

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

Budgeted cost: £ 7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase phonics training via online subscription' and leadership development time. This will update staff training to secure high quality phonics teaching</p> <p>£1000</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months progress over the course of a year.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/e-ducation-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/e-ducation-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 4</p>
<p>Purchase of standardised diagnostic NFER assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£1000</p>	<p>Standardised tests from NFER will 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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>To employ Speech /Language therapist to work with individuals /small groups in EYFS and KS1 with focus on spoken language and</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</p>	<p>4</p>

vocabulary development.  Est £5200	are involved in communication and language approaches make approximately six months' additional progress over the course of a year.  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Accredited Mental Health First Aid Training  (Grant £1200 to supplement)	Linking with the DFE grant, enable a member of SLT to participate in accredited Senior Lead for Mental Health training and establish school-wide norms, expectations and routines that support children's social and emotional development. Provide training and support to school staff, covering readiness for change; development of skills and knowledge; and support for embedding change  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1

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

Budgeted cost: 25,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of intervention teachers to provide a blend of tuition and school-led tutoring 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.  £3544 (school led)	Tuition targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.  <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>  <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>	1,2,3,4

<p>Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Literacy volunteers £300</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>	4
<p>TA support in class to work alongside Class teacher to support PP and P-LAC pupils</p> <p>£16,316</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>	1,2,3,4
<p>TA to deliver a range of pre/post-teach strategies, 1:1 support work in school and support daily reading for those who do not access this provision at home (Inc. recovery funding)</p> <p>See above</p>	<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>	1,2,3,4
<p>See above</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>	1

	<p>of children who might benefit from the additional support.</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>	
--	--	--

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

Budgeted cost: £ 9580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment activities – after school clubs, trips, residential visits and access to music tuition</p> <p>£1800</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> <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>	All
<p>To have the opportunity to play a musical instrument.</p> <p>£300</p>	<p>Pupils are able to access peripatetic music lessons, including the loan of an instrument from Inspire music tuition.</p>	

Empower parents to support their child's education	<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>	5
1:1/ Small group counselling/play therapy £6080	<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>	1
To support the self-esteem and confidence of vulnerable pupils by supporting families to fund uniform. £1200	<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>  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.	1,5
To ensure pupils have the energy to begin the day and are receptive to learning. £200	Breakfast provision	1

**Total budgeted cost: £ 42,421**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic <https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>. This was also the case for St Anne's Primary School. Internal data for end of Key Stage results (Years 2 and 6) shows particular evidence of disruption. All pupils have been significantly impacted by the restrictions brought about by the pandemic, with writing being affected the most across the school (including EYFS) and our SDP reflects this.

### 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
TT Rock Stars	Maths Circle Ltd
Spelling Shed	Education Shed Ltd

### Service pupil premium funding (optional)

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

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?	

## Further information (optional)

We have embraced the opportunities through the National Tutoring Programme with a mixture of school led and tuition partners. All PP children are receiving Maths and reading tuition through tuition partners.