

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2025 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 CofE Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 – 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023 September 2024 September 2025
Statement authorised by	Ruth Moor – Head Teacher
Pupil premium lead	Ruth Moor
Governor / Trustee lead	Phil Malley - Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,860
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60,860</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Statement of intent:

DFE states the purpose of Pupil Premium is –

*'Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.'*

At St Anne's we recognise that our school community consists of over 200 individual children and their families each with different life experiences and challenges. Any one of these can affect a way in which a child is able to access learning at school. Some children may be subjected to more hardship than others and the following may be factors:

- **Low self-esteem,**
- **Poor parenting,**
- **Limited access to rich language,**
- **poor literacy levels or special educational need,**
- **poor attendance,**
- **Low aspirations and expectations**
- **Narrow experience of life outside school.**

At St Anne's we value and recognise that academic achievement is vital for children and in regards to better life outcomes in the future. However we use Maslow's Hierarchy of Needs as a structure of ensure that children are nurtured, feel safe and are cared for to enable to them to establishing firm foundations for learning.

By establishing these foundations we are able to provide children with the right support to achieve to their full potential at school.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate that a higher percentage of pupils in receipt of PP have been impacted negatively during the COVID disruption. The percentage of children in receipt of PP that took part in all daily remote learning was less than others within the school. Places in school during the pandemic were not always taken up by children in receipt of PP. ICT equipment was loaned to families during the pandemic, however this was not always utilised by pupils in receipt of PP. The outcome of this is that children who are in receipt of PP have made less progress than their peers.
2	Attendance – Internal data shows that attendance for pupils in receipt of Pupil Premium funding was lower (88%) compared to the whole school average of (92%) for academic year 2021/2022. (Note COVID was continuing to impact on attendance during the academic year) Children’s regular attendance in school is vital in providing them with the learning that they require.
3	SEN need impacts learning for some Pupil Premium children. 60% of children with an EHCP plan are in receipt of Pupil Premium. 39% of children with an SEN need are also in receipt of Pupil Premium. Pupils needing additional intervention and / or a specific individualised curriculum need to be making good progress against agreed individualised targets.
4	Internal assessments observations and discussions with pupils and families have identified an increase in the numbers of children struggling with social and emotional issues and / or have faced some form of trauma following the pandemic. The emotional wellbeing of children directly effects the way in which they are able to engage with their learning.
5	Internal assessment and observations have highlighted difficulties in the way in which children are confident verbal communicators. There is an increasing number of children starting school, who have speech and language difficulties, including limited vocabulary. The development of good Oracy skills is a foundation to all other literacy areas of learning.

## 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 Pupil Progress in Reading, Writing and Maths for children in receipt of Pupil Premium	Over 75% of children in receipt of Pupil Premium make the expected progress year on year in RWM related to their starting / baseline attainment levels.

Attendance of all pupils within the school is 'good'.	Average attendance across the whole year is 95% or above for children in receipt of Pupil Premium.
Progress of children with SEN needs is good in relation to personalised individual agreed targets.	A Teachers, Teaching Assistants and SENCo are aware of the specific needs within their classes and are involved in setting individualised plans and targets considering these needs. Progress against these targets, are assessed on a regular basis throughout the year and targets adjusted where necessary.
Wellbeing supported to allow children to develop positive learning attitudes.	Children in need of additional wellbeing support are identified quickly on class provision maps. Teachers, support staff and SENCo work effectively together to support children internally at school, support families and refer to external agencies quickly if deemed necessary. Pupil Progress reviews include discussions about individual pupil wellbeing, support being given and the impact of that support.
Improved oral language skills and vocabulary among disadvantaged pupils.	Using the Nuffield Neli Project in Reception and KS1, a whole school commitment in developing oracy skills and specialist advice from external speech and language therapists, children are able to develop their spoken language skills and extend vocabulary. The positive impact in Reading comprehension and writing tasks is evident in end of term assessments as children progress.

## 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: £ 25,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Deployment and effective use of CPD to support role of Teaching Assistants</p>	<p>According to EEF research - Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</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>The school has engaged with the MITA program (Maximising the Impact of Teaching Assistants). Extra time has been allocated for Teacher and TA meetings with a member of SLT leading half termly meetings, performance management and CPD for TA's.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants#:~:text=Maximising%20the%20Impact%20of%20Teaching%20Assistants%20(MITA)%20is%20a%20whole,and%20teaching%20assistants%20(TAs).">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants#:~:text=Maximising%20the%20Impact%20of%20Teaching%20Assistants%20(MITA)%20is%20a%20whole,and%20teaching%20assistants%20(TAs).</a></p>	<p>1 and 3</p>

	<p>The enhanced use of Digital technology has allowed targeted interventions with TAs to be planned, produced and assessed by class teachers. Building a closer relationship between the role of teachers and TAs and allowing TAs to have a more integral role in developing and support children’s learning outcomes.</p> <p>TA support:</p> <ul style="list-style-type: none"> <li>- Targeted structured interventions (Prior assessment of children’s needs carried out)</li> <li>- 1:1 catch up or ‘fill the gap’ short interventions either just prior or just following a whole class taught session.</li> <li>- Supporting groups in class, alongside class teacher to help develop children’s confidence and to guide the use of additional materials to support learning.</li> </ul>	
<p>Additional ICT purchased to support delivery of teaching and learning as well as homework</p>	<p>The school has developed its ICT policy over the last two years as a response to COVID. Although the pandemic and need for remote learning ended, the school found that ICT changed the way, that learning is delivered to children. When used in line with Quality First teaching approaches it enabled children to engage in learning in new ways and increased engagement.</p> <p>The purchase of an additional class set of chrome books (Increasing the current number from 60 to 90) is the next stage in the schools target of being able to give each child in KS2 access to a Chrome Book at all times in school during all learning activities.</p> <p>The use of Google Classrooms has enabled the school to develop a Flipped Learning approach to delivering homework. Whilst some elements of homework is delivered through traditional worksheet methods following teaching in class. The Flipped Learning approach allows teachers to set engaging research activities before a unit of topic is taught in school. This allows children to come into class with some prior knowledge, increased confidence and engage with learning in new ways.</p> <p>The flipped learning approach is recommended for children with a variety of SEN needs. Allowing them to explore and become familiar with topic vocab, develop confidence in engaging in class activities and learning and allow for additional over lay learning techniques.</p>	<p>1 and 3</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Nuffield Early Language Intervention (NELI)	<p>NELI (Nuffield Early Language Intervention) Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral Language Interventions +6 months Oral language interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	5
Before school phonic and reading intervention groups.	<p>Children requiring additional phonic support within KS1 attend 'Phonics club'. Supported by highly skilled Teaching Assistants, these sessions reinforce Phonic teaching in class and allow children to continue to review and secure their phonic knowledge.</p> <p>'Space to read' in KS2 allows children an additional 25min quiet time to catch up on reading they do not always get a chance to do at home. Feedback from families stated that some parents find it hard to engage children in reading at home. Children attending 'Space to Read' get this time and space with an adult present to encourage and support.</p>	1
Oral Language interventions	<p>Oral language development is vital for children to be able to communicate well and experience a range of vocabulary that would not always be open to them outside of school. The EFF (Education Endowment Foundation) states that:</p> <p><i>'Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions</i></p>	5



	<p><i>aim to support learners' use of vocabulary, articulation of ideas and spoken expression.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Teaching staff have received CPD on how to implement and include activities based on oracy development both within everyday teaching and through intervention work. Teaching assistants are receiving CPD in school to focus on questioning skills and ensuring higher order questions used in their interactions with children.</p> <p>Activities across the school include:</p> <ul style="list-style-type: none"> <li>-Encouraging pupils to read aloud and have conversations about books and texts with adults and peers.</li> <li>-Inference modelled with structured questioning from adults.</li> <li>- Targeted use of paired and group work allows pupils to share thoughts and processes.</li> <li>- Implicit and explicit activities planned that extend pupils. (use of technology re videoing learning, class presentations etc)</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care including 1:1 mentoring and support of vulnerable students by Pastoral Support Worker.	Mentoring of children can be carried out in many different ways within the school. Teachers will often identify those children who require further pastoral support to enable them to engage with learning. This can be supported through 1:1 TA's and experienced staff members.  Toolkit (2021) reports that; Mentoring has a +2 month learning benefit to students. However, there is strong evidence in school that the effect of this type of support in preparing children to learn is vital and progress in social, emotional wellbeing development is higher.	2,3 and 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	
Pastoral Support for families.	<p>At St Annes, we strongly believe that a child cannot learn well, let alone achieve their potential, unless they are at a point of well-being, which allows them to. This holistic view is an extremely important part of the ethos of St Anne's. Our Pastoral Support worker works with our more vulnerable families and is able to provide them with support advice and signposting to other areas of support. Building a relationship with families is key so that they feel able to approach the school and get this support.</p> <p>The Pastoral support worker works alongside the SENCo and Head teacher to monitor attendance in school and to engage proactively with families to break down barriers for attendance.</p>	2 and 4
Ensuring children are not effected by food poverty	<p>With the increased difficulties some families face concerning the cost of living increase, the school is committed to ensuring that all children have access to healthy food and snacks during the school day. Staff are aware of children who regularly miss breakfast and ensure that this is available for them in school.</p> <p>All children in receipt of Pupil Premium receive daily fruit and milk at break time at no cost to the parents.</p> <p>The school has provided, and will continue to provide emergency food parcels and support utilising the links with the local foodbank and through being able to direct support from the school catering which funded by the school.</p> <p>The school hosts the local HAF initiate at no venue charge to the provider ensuring children at St Anne's and the local area are supported during the school holidays.</p> <p>Children who are well fed are more likely to be ready to learn each day and have less days absence from school.</p>	1,2 and 4
Providing extracurricular activities for children.	The school funds after school care free of charge to some children identified and requiring additional social, emotional development. By being engaged in social activities after school in a structured, supervised and safe environment, children can	2,4 and 5

	<p>develop social skills with peers. This leads to less anti-social behaviour outside of school and ensuring that children are safeguarded against various other risky behaviours when not in school.</p> <p>The school welcomes an external organisation called Rocksteady who provide the opportunity for children to learn an instrument as part of a 'pop/rock' band. Each term the children work as a team to perform a song at an end of term concert open to all the school and parents.</p> <p>Providing all children, the opportunity to take part in Rocksteady has been beneficial to raising children's confidence and self-esteem. Opportunities for team working and also musical awareness and skills are developed.</p> <p>The school also funds afterschool sports clubs and activities encouraging all children to have the opportunity to take part in a variety of different sports and activities with their peers.</p>	
<p>Ensure that student can access full taught and wider curriculum.</p>	<p>Pupil Premium funding is used to support the cost of the yr6 residential trip which provides children an experiences away from home where they can tackle new challenges and develop social, emotional and communication skills.</p> <p>Some children are identified as requiring additional enrichment activities in small groups or 1:1 to help them engage in wider participation in school. The school funds TA time to be able to support activities including cooking, art, music, Forest school activities and specific outdoor adventure away days.</p> <p>Where school trips are arranged to enhance the learning of a specific subject or topic area, parents and carers are asked for donations towards the costs, however Pupil Premium funding is used to fund specific children in being able to take part in these activities.</p> <p>Evidence shows that support with these types of activities increases attendance rates, increases engagement with school and also develops independence and self confidence in children.</p>	<p>2,3,4 and 5</p>

**Total budgeted cost: £88,000**

## 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 2021 to 2021 academic year.

#### ***Autumn Term 2021 Review –***

Following assessment at the start of September (2021) children identified as requiring further support. Focus given to Year 6 and Year 5 during the first term of this academic year. A total of, 10 children in receipt of Pupil Premium were supported. Focus given to writing, reading comprehension and maths. Sessions would take place outside of main literacy and maths sessions 3 days a week.

Evidence on Accelerated Reader shows that children attending 'Space to Read' in KS2 complete more quizzes each week and this is helping children with comprehension development. In KS1, Phonic progress is in line with expectations of those children receiving before school phonic support.

Pre teach activities are set up for all year groups in KS2. Teacher feedback is that these are helping children to focus better in class and show more confidence. The result is that engagement is higher and there is less need for catch up after a teaching session.

Additional staffing in place within Reception. Children have settled well into full time school. Base line assessments show that Early Language is a key area of development. Staff are helping children with social interactions and learning to work and play together. Support given to some families on improving attendance.

School trips delayed in the Autumn term as the school continued to struggle with COVID outbreaks. However, the Year 6 residential took place in October at Thorpe Woodlands in Norfolk. This provides children with teamwork activities, outward-bound experiences and the opportunity to be away from home over night.

Children experienced activities that they would not normally encounter. This improved self-esteem, teamwork and independence skills in the final year leading up to transition to secondary school.

Counselling and pastoral work carried on within school following the COVID pandemic where all sessions were online.

#### ***Spring Term 2022 Review –***

Support continued within Year 5 and Year 6 with the focus on reading, writing and maths. Support focused on small group work with HLTA. Additional guided reading groups and post teach sessions and been operating.

Attendance at Space to Read from Year 5 pupils was not as high as we would have expected due to the impact of COVID on pupil absences. More support provided to families during the February parent consultations to persuade them to bring children in early for 'Space to read' and 'Early Phonic' sessions.

Voice typing introduced for some children who find writing difficult or who are slower. This allows them to record their ideas and thoughts quickly. Children are showing increased engagement with this and confidence in writing is starting to develop. Engagement in writing is increasing.

The use of videos is improving oracy across KS2. Ultimately, this will affect the quality of writing and will work alongside voice typing to support children in recording their work. Evidence from work scrutiny found that engagement in lessons where technology is used as a tool was higher. Children produce more evidence of learning than through writing alone.

Achievement for all went into administration in October 2021 and support from the organisation ended. The school did receive additional support from our formal mentor from AFA after the organisation closed. This was in the form of MITA advice and also 1:1 TA observations and feedback. This proved to be useful for many of the TAs who were able to identify their strengths in supporting children and where further areas of training are required.

NELI project is well underway with 5 children receiving additional support. 3 are in receipt of PP. Less behaviour issues within the class as children are learning to communicate better. EYFS apprentice is running some support groups focusing on specific areas of learning (Early number and phonics).

Localised trips took place. These included bus rides around the local area in KS1 and visits to the local Church. The majority of classes choosing the summer term to arrange class trips and activities.

All after school sports clubs cancelled during this academic year due to the complexity of delivering these within bubble groups. However extra provision provided within After schoolchild care provision in school. This allowed parents to go back to work after the pandemic and many places for vulnerable children funded by the school.

Pastoral leader has retired from the school. However, additional TA and staffing support put in place for children with pastoral needs in KS2. Several children required 1:1 support to manage emotions.

**Summer term 2022 review:****Year 6 SAT results:**

	Reading	Writing	Maths	SPAG	Reading, writing Maths combined
<b>St Anne's</b>	74%	71%	74%	77%	61%
<b>Estimated National results</b>	74%	69%	71%	72%	59%

	Reading	Writing	Maths	SPAG
<b>PP achieving ARE</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>

Year 6 overall results were above expected. The children in receipt of PP end of year SAT results were however not all these children took the SAT test as they were de-supplied for SEN reasons. Progress was strong assessments at the start of the year and the end of the year.

**Year 5: end of year teacher:**

	Reading	Writing	Maths
Whole class achieving ARE	<b>71%</b>	<b>53%</b>	<b>71%</b>
PP children attaining ARE (7 Children)	<b>29%</b>	<b>0%</b>	<b>29%</b>

Substantial support placed within Year 5. Considerable additional behaviour and pastoral support also put in place.

Progress made by 5 of the children in receipt of PP in line with what is expected within an academic year.

**Year 3 end of year teacher assessments:**

	Reading	Writing	Maths

Whole class achieving ARE	<b>72%</b>	<b>55%</b>	<b>72%</b>
PP children attaining ARE (6 children)	<b>67%</b>	<b>33%</b>	<b>50%</b>

Progress made by children receiving additional support was seen particularly within maths and reading. Children showed more independence in their learning towards the end of the year.

**Phonic result for Year 1 screening June 2022 –**

<b>End of Year 1 Phonic screening</b>	86% at expected level.
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**End of year reading assessments (achieving ARE):**

Year 1	80%	PP – 40%
Year 2	76%	PP – 40%
Year 3	72%	PP – 67%
Year 4	75%	PP - 55%
Year 5	71%	PP – 29%
Year 6	74%	PP – 33%

The Phonic screening result for Year 1 was strong and in line with expectations. Evidence showed that the early intervention groups provided accelerated progress for those children who attended regularly.

70 Chrome Books are now in use across the school and 15 ipads. Used daily in all classes within KS2. They support teaching and learning and provide children with additional ways in which to record their learning. Children’s confidence in using these effectively is increasing all the time.

12 TAs have received an observation and 1:1 feedback from AFA mentor. This has fed into performance management targets.

The Assistant head as developed a TA training plan for all TA CPD. From observations, TAs are more aware of questioning skills during intervention sessions and the importance of promoting independent learning. Using physical resources to model ideas for children in smaller groups especially in maths. TAs questioned at the end of the year say that they feel

more confident in their role and that they understand how to move children on in the sessions that they run and during whole class activities.

<b>Early Years Good Level of Development (GLD)</b>	Average of 76 % + across all areas of learning.
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Through the intervention work and specific targeted support, Areas of development that showed most progress over the course of the academic year were:

- Building relationships
- Being imaginative and expressive
- Gross motor skills

Progress for children in EYFS seen as good based on base line assessments. Children in receipt of PP have been able to settle well, attendance has improved and teachers comment on children being 'Year 1 ready'.

By the end of the year all classes have taken part in a trip or an additional learning experience in school.

EYFS Visit to the a Safari park

Year 1 visit to a Bronze Age archaeological site.

Year 2 visited the local river area to experience outdoor painting.

Year 3 Visited Mountfitchet Castle

Year 4 History group visited the class for a Viking day experience

Year 5 Visited the Cambridge Botanical gardens

Year 6 Went to one of the Women's Euro Football matches.



## 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