

Pupil premium strategy statement

St Anne's Catholic Primary School, Leyland



This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 Anne's Catholic Primary School Leyland
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	26.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	E Darnell
Pupil premium lead	E Darnell
Governor / Trustee lead	J Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77025
Recovery premium funding allocation this academic year	£0
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	£77025

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's Catholic Primary School we recognise that our disadvantaged pupils many have a range of need and barriers to their learning. Through our personalised approach, we aim to remove these barriers to ensure equity of access to all learning, access to a relevant and enriching curriculum and wider curriculum so that they achieve their potential, believe in themselves developing confidence and resilience.

Our Pupil Premium strategy aims to meet these objectives by ensuring pupils receive a quality first teach by a well-trained and informed teacher, targeted academic and emotional support that is grounded in evidence based practice and tailored to the individual need as well as identifying and implementing wider strategies that will ensure fairness and balance in available opportunities that they can learn and grow from.

Our key principles for our strategy plan are :

- Every child has access to a highly trained, well informed teacher to receive quality first teaching*
- Every child has access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so they learn more and can remember more.*
- Every child can achieve their academic potential from their starting points through targeted support if needed.*
- Every child can grow as an individual through the provision of targeted opportunities and life experiences*

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Reading from the Key Stage 2 attainment for 2022 is 41% which is below the national headline for reading which is 74% of pupils reached the expected standard in 2022,
2	Attainment in Writing from the Key Stage 2 attainment for 2022 is 59% which is below the national headline for writing which is 69% of pupils reached the expected standard in 2022

3	Attainment in Mathematics from the Key Stage 2 attainment for 2022 is 52% which is below the national headlines for maths which is 71% of pupils reached the expected standard in 2022
4	Attendance for a number of Disadvantaged pupils is below target of 96%
5	Social, Emotional and Mental health needs amongst our Disadvantaged pupils
6	Due to gaps in children's learning over the past pupils have been prevented from experiencing wider life opportunities that help them grow contextual understanding of the world and confidence and self-esteem.

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
<i>A higher proportion of disadvantaged pupils are working at year group expectations in Reading</i>	<ul style="list-style-type: none"> - A higher proportion of disadvantaged pupils are working at year group expectations in Reading - Each cohort of disadvantaged pupils make at least expected progress, taking into account SEND progress. - Pupil voice reflects a love of reading - Pupils are motivated to read at home and bring in their reading books and diaries each week and given time in class to read and enjoy books - Progress of IDL pupils demonstrates closing the gap - A higher proportion of disadvantaged pupils using the school library -
<i>A higher proportion of disadvantaged pupils are working at year group expectations in Writing</i>	<ul style="list-style-type: none"> - A higher proportion of disadvantaged pupils are working at year group expectations in - Pupils engage with the writing challenges offered across the year. - Each cohort of disadvantaged pupils make at least expected progress, taking into account SEND progress. - Progress of IDL pupils demonstrates closing the gap - Ensuring children are given time to improve their letter formation and handwriting. - Focus on vocabulary teaching in all subject areas and give them opportunities to see and understand these words and use them in their writing.
<i>A higher proportion of disadvantaged pupils are working at year group expectations in Mathematics</i>	<ul style="list-style-type: none"> - A higher proportion of disadvantaged pupils are working at year group expectations in Mathematics - Each cohort of disadvantaged pupils make at least expected progress, taking into account SEND progress. - Ensure this group of children have a deep understanding of number and are allowed time to build confidence with their fluency skills. - Ensure these pupils are given time to learn and understand mathematical vocabulary across all areas of maths. - Pupils engage with the maths challenges offered across the year. - Pupils engage positively with the Times table Rockstars initiative.

Attendance of disadvantaged pupils shows improvement with a higher proportion over the school target of 96%	<ul style="list-style-type: none"> - A higher proportion of disadvantaged pupils achieve over the school target of 96%
Through implementation of significant SEMH support, disadvantaged pupils demonstrate improving resilience and behaviours for learning.	<ul style="list-style-type: none"> - Well-being radars evidence improved self-confidence and attitudes to learning - Pupil voice evidences improved well-being - SEMH interventions evidence improved self-confidence and attitudes to learning

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: £ 1340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuous development of teaching approaches through high quality CPD via membership of the WRIST cluster and engagement with LA training programmes. Supporting ECT staff</i>	<u>The EEF Guide to Pupil Premium</u> Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class and that every teacher is supported to keep improving. This is a key ingredient for a successful school	1,2,3

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

Budgeted cost: £ 14,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Plan and implement targeted intervention to raise attainment in Reading, Writing and Maths.</i></p> <p><i>Ensure those children that need interventions are identified quickly</i></p>	<p><u>Small Group Tuition</u> EEF evidences that this approach has an average impact of 4 months additional progress over a year. The average cost is low</p> <p><u>Teaching Assistant Interventions</u> EEF evidence that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed. The average cost is moderate</p>	1,2,3,

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

Budgeted cost: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Effective and targeted pastoral support through the school's learning Mentor</i></p>	<p><u>Social and Emotional Learning</u> EEF evidence that this approach has an average impact of 4 months additional progress over a year The average cost is low</p>	5
<p><i>Sand Play therapy, Lego therapy, Nurture programme and Drawing and Talking therapy for identified pupils</i></p>	<p><u>Social and Emotional Learning</u> The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life</p>	5
<p><i>All pupils have access to educational visits and experiences to enrich their cultural capital and build their attitudes to learning both inside and outside including a wide range of clubs.</i></p>	<p>Ofsted's Guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement for that all pupils have full access to broad educational experiences</p>	6
<p><i>Attendance of Disadvantaged pupils is closely monitored and challenged by the school Family Support Worker who works with families to ensure all</i></p>	<p><u>Parental Engagement</u> EEF evidences that this approach has an average impact of 4 months additional progress over a year. The average cost is low.</p>	4

<i>educational opportunities are available to all children</i>		
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Total budgeted cost: £ 77,025

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 2022 to 2023 academic year.

Priority 1 : Interventions implemented and monitored with reviews and evaluations across school throughout the academic year.

Reading :

87% Good or better progress from starting points Sept 2021 – July 2022

97% Good or better progress from starting points Sept 2022 – July 2023

Writing :

86% Good or better progress from starting points Sept 2021 – July 2022

97% Good or better progress from starting points Sept 2022 – July 2023

Maths :

89% Good or better progress from starting points Sept 2021 – July 2022

95% Good or better progress from starting points Sept 2022 – July 2023

Further strategies implemented in 2022-2023 have supported the improvement of PPG attainment.



Priority 2 : A higher proportion of disadvantaged pupils achieve over the school target of 96%

- 68% of PPG pupils improved their attendance in 2022-2023 when compared to 2021-2022
- The Family support Manager continues to track and monitor attendance each week through phone calls, letters home, setting up attendance agreements with families and reaching out to attendance team if necessary for further support. All aspects of support offered to increase the attendance of the disadvantaged pupils was well received by the latest Ofsted inspection. With the addition now of the project - Focus Emotionally Based School Avoidance strategies, attendance will continue to be a high priority for disadvantaged pupils for the current academic year.

Priority 3 - Social, Emotional and Mental health needs amongst our Disadvantaged pupils

- Throughout the year the Well-being radars have shown improved self-confidence and attitudes to learning with the PPG pupils. Pupil questionnaires have shown improved attitude to learning and an increased enjoyment of school.
- SEMH interventions across school have shown improved attitudes to learning along with increasing confidence for pupils in all aspects of school life.

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
English IDL	IDL
NELI	Nuffield