

Pupil premium strategy statement – St Anne's Catholic Voluntary Academy 2023 - 2026

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Total number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2023 – July 2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Julia Wiggins, Headteacher
Pupil premium lead	Mrs Julia Wiggins
Governor / Trustee lead	Mrs Lorraine Gavin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,800
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£66,800

Part A: Pupil premium strategy plan

Statement of intent

- At St Anne's Catholic Voluntary Academy, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils, who are vulnerable or socially disadvantaged, are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium. 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.
- We will consider the challenges faced by all vulnerable pupils across our school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- Quality First Teaching is at the heart of our approach, 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.
- The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive pupil tracking systems. Pupil progress review meetings are held each term. The progress that pupils make will vary according to the individual needs of each child, but should a concern arise, the provision made for that child will be reviewed and any necessary adjustments made. The school provision map and interventions secured through the pupil premium are adjusted annually to meet the needs of the pupils across the school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that there is a gap between disadvantaged and non-disadvantaged pupils meeting the expected standard in Reading, Writing and Maths, especially in Year 2 and Year 6. This is also true for the number of children achieving Greater Depth.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5% lower than for non-disadvantaged pupils. Attendance of disadvantaged children in 2022 – 2023 was 90.86%.
5	Previous PASS surveys and teacher observations indicate patterns of low-self-esteem, especially among disadvantaged pupils in KS2. Teachers also report that disadvantaged pupils demonstrate lower resilience, stamina and independence.

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
1. Improved reading, writing and maths attainment, including attainment at greater depth, for disadvantaged pupils in KS1 and KS2.	Teacher assessments, NFER and statutory assessments will indicate the difference between disadvantaged and non-disadvantaged pupils' attainment reducing in each year group.
2. Improved vocabulary and language skills of disadvantaged pupils.	Children who receive targeted intervention for SaLT & Wellcomm will make the expected progress and maintain this post intervention. triangulated with observations of teachers, book scrutiny and formative assessment. There will be a year-on-year reduction in number of pupils below age-appropriate standards for language. Wellcomm toolkit to be used as a screening tool that will identify children needing support. Wellcomm assessments will show progress for the individual child.
3. The percentage of disadvantaged children achieving the Year 1 phonics screening will improve.	Phonics data will indicate a higher number of disadvantaged children passing the phonics screening check each year. The gap between disadvantaged and non-disadvantaged will diminish each year.
4. A minimum attendance of 96% for all pupils, particularly the disadvantaged pupils, is achieved.	Increased parental engagement for identified disadvantaged groups (for example attendance at parent meetings). Overall attendance for disadvantaged pupils to increase and there is no gap between disadvantaged and non-disadvantaged pupils. The percentage of persistently absent disadvantaged pupils is at least in line with national data.

5. Disadvantaged pupils' attitude to school and self will improve.	Termly PASS assessments will evidence a positive shift in pupils' attitude. Children will be able to self-regulate when necessary. Children will be able to talk about their feelings and demonstrate and understanding of how they can support their own mental health and wellbeing.
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English lead role with specific teaching and learning responsibilities for the outcomes of all children including disadvantaged pupils in English across the school will introduce 'I am a Clever Writer'	An extensive and diagnostic review of the teaching of writing and gaps for children is being undertaken. This identified areas for development in teaching and learning that require a specialist for support. Ofsted guidance on subject leadership shows the importance of implementation and impact measures and the CPD for teachers.	1
		1, 2, 3

<p>Effective subject monitoring includes evaluating PP group books v non-PP group and feedback via monitoring documents.</p> <p>Staff training by English lead.</p> <p>Phonics lead to coach other staff members and additional staff appointed to support the teaching of phonics.</p> <p>Quality first teaching to continue to be a focus.</p> <p>Additional engaging books purchased.</p> <p>NTP tutor retained to support disadvantaged children in their writing.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of an 'Inclusion team', including two members of SLT, to oversee targeted interventions.	EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff.	1, 2, 3

<p>Funding release time for teachers.</p> <p>Regular Pupil Progress meetings.</p> <p>PP lead to work closely with SENCO.</p> <p>Additional phonics interventions for PP children.</p> <p>Regular 1:1 reading for targeted children.</p> <p>PP children to be targeted in class, while also regularly completing 'keep up' fluid interventions in the afternoons.</p> <p>Extra after school tuition for disadvantaged children identified as not achieving the expected standard in reading and maths.</p>	<p>EEF (June 2021) research found that children could make 5 months progress from receipt of targeted subject related interventions (Wave 2) from trained staff.</p> <p>High quality teaching is the most powerful lever schools have for improving pupil outcomes. However, especially post-pandemic, there may be children in need of additional support with their learning. When one-to-one and small group tutoring are implemented well, following key principles, it is likely that it can be impactful (EEF)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance</u></p> <p>Targeted support for PP families.</p> <p>Wrap around care offered – breakfast club and after school club paid for disadvantaged pupils.</p> <p>Calm start offered to PP children to improve attendance</p> <p>PP lead to work closely with attendance lead to monitor attendance of disadvantaged pupils, especially those who are persistently absent.</p> <p>Attendance to be celebrated in assemblies.</p>	<p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://www.gli-assessment.co.uk/assessments/pass/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	4,5

<p><u>Pastoral support.</u></p> <p>PASS assessments used in Lent term and suitable interventions implemented following data analysis.</p> <p>Regulation stations and sensory areas to be further developed.</p> <p>Family support offered through FSW and EHA.</p> <p>Referrals made for key PP children to external agencies to support with mental health e.g. CAMHS</p> <p><u>Other</u></p> <p>The cost of school trips and residential to be supported for PP children.</p> <p>PP children to be prioritised for wider opportunities and activities.</p> <p>Purchase of school uniform, P.E kits and shoes</p>		
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<p>An increased range of extra-curricular clubs to be offered in line with pupil voice suggestions.</p>		
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Total budgeted cost: £66,800

Part B: Review of the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 and 2024-2025 academic years.

Intended outcome	Success criteria	Impact
To improve reading, writing and maths attainment, including attainment at greater depth, for disadvantaged pupils in KS1 and KS2.	The difference in attainment between disadvantaged and non-disadvantaged groups is diminished in reading, writing and maths.	2021/22 - 42 disadvantaged pupils – non-disadvantaged in brackets Reading – 64% (75%) EXP, of which 38% (62%) GD Writing – 60% (72%) EXP, of which 31% (45%) GD Maths – 67% (79%) EXP, of which 38% (58%) GD 2022/23 – 63 disadvantaged pupils – non-disadvantaged in brackets Reading – 63% (69%) EXP, of which 44% (52%) GD Writing – 59% (70%) EXP, of which 32% (37%) GD Maths – 60% (74%) EXP, of which 38% (2%) GD

		<p>2023/24 – 54 disadvantaged pupils– non-disadvantaged in brackets</p> <p>Reading – 56% (63%) EXP, of which 26% (42%) GD</p> <p>Writing – 57% (61%) EXP, of which 0% (28%) GD</p> <p>Maths – 56% (70%) EXP, of which 41% (46%) GD</p> <p>2024/25 KS2 outcomes – 10 disadvantaged pupils Year 6 – non-disadvantaged in brackets</p> <p>Reading – 50% (33%) EXP, of which 10% (29%) GD</p> <p>Writing – 60% (63%) EXP, of which 10% (13%) GD</p> <p>Maths – 50% (46%) EXP, of which 0% (8%) GD</p>
<p>To improve vocabulary and language skills of disadvantaged pupils.</p>	<p>Delivery of the curriculum and enrichment opportunities will contribute to the development of pupil's vocabulary and speech and language development.</p>	<p>Participation in the Wellcomm project has demonstrated that children had increased confidence in speaking and listening skills during lessons. As the year progressed, children had more varied responses and used a wider vocabulary.</p> <p>Targeted speech and language support continues to be a development area in 2024-25.</p>

		<p>Children entering school have had exposure to a rich and broad vocabulary through consistent exposure to modelled play. Pupils are growing more confident when communicating their emotional needs, at times demonstrating the ability to develop and maintain healthy relationships.</p> <p>Parental involvement has improved from the point of entry, contributing positively to the communication skills of disadvantaged pupils. However, this is still an area of focus.</p> <p>Effective teaching addresses pupils' spelling needs, as evidenced through lesson observations, vocabulary-rich displays and the consistent use of key vocabulary in Knowledge Organisers.</p> <p>Key vocabulary is systematically identified from core texts and explored through whole class reading sessions and ERIC activities.</p> <p>Pupils are now more confident at using more advanced vocabulary in both their spoken and written work and show increased confidence when speaking in front of their peers which has been supported through the ongoing focus on oracy.</p>
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<p>To improve the percentage of disadvantaged children achieving the Year 1 phonics screen.</p>	<p>The percentage of disadvantaged children achieving the phonics screen will increase year-on-year.</p>	<p>2021/22 - 86% of disadvantaged children (6/7) passed the phonics screen. 85% non-disadvantaged children passed the phonics screen</p> <p>2022/23 - 80% of disadvantaged children (4/5) passed the phonics screen 63% non-disadvantaged children passed the phonics screen</p> <p>2023/24 – 60% of disadvantaged children passed the phonics screen (6/10 – one additional child no data) 86% non-disadvantaged children passed the phonics screen</p> <p>2024/25 – 33% of disadvantaged children passed the phonics screen (4/18 - two children no data) 36% non-disadvantaged children passed the phonics screen (8/22)</p>
<p>To achieve minimum attendance of 96% for all pupils, particularly the disadvantaged pupils.</p>	<p>The attendance of disadvantaged pupils will be equal to or above that of non-disadvantaged pupils.</p> <p>School attendance will exceed the national percentage for all pupils.</p>	<p>2021/22 - 93.25% disadvantaged, 95% non-disadvantaged (94.6% all pupils)</p> <p>2022/23 – 92% disadvantaged, 95.8% non-disadvantaged (94.9% all pupils)</p> <p>2023/24 - 90% disadvantaged, 95.3% non-disadvantaged (93.85% all pupils)</p> <p>2024/25 – 92.64% disadvantaged, 96.97% non-disadvantaged (94.84 % all pupils)</p>

		<p>The gap between disadvantaged and non-disadvantaged children is closing. Overall, attendance for disadvantaged children rose by 2.64% compared with 2023/24.</p>
To improve disadvantaged pupils' attitude to school and self.	<p>The attitudes to school and self of disadvantaged children will increase.</p>	<p>All children who were eligible for the pupil premium were supported to engage in a wide range of enrichment opportunities and financial support was provided to ensure engagement such as participation in after school Forest School and Peak Active Sports' club activities.</p> <p>Subsidised trips and residential for disadvantaged pupils – most took up the opportunity.</p> <p>Free breakfast and after school club was open to identified vulnerable pupils</p> <p>Post pandemic, children's resilience and attitude to learning took a lot of time to rebuild and emotional school-based avoidance increased.</p> <p>Work with parents through Early Help and regular meetings have helped to improve the situation, and children are making more progress and becoming more confident again with their learning.</p>

		<p>Pupil voice in different subjects shows that children enjoy their learning and enjoy coming to school.</p> <p>SEMH interventions were run for identified children. These were bespoke and focused on CBT, self-esteem and resilience, bereavement, anxiety and worries</p> <p>Mental Health First Aiders were available for pupils and trained pupil mental health ambassadors are available.</p>
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