

Pupil premium strategy statement 2021-2022

This statement details our 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 School and Nursery
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	55 pupils 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 (2022-23 and 2023-24 to follow)
Date this statement was published	20.10.21
Date on which it will be reviewed	15.7.22
Statement authorised by	L Sixsmith
Pupil premium lead	A Harrison
Governor / Trustee lead	S Overfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,825
Recovery premium funding allocation this academic year	£4,500
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	£78,325

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's we strive to create a learning environment where all can achieve.

*The aim of our Pupil Premium Strategy is to facilitate our commitment to ensuring maximum progress for **all** groups of children, including our disadvantaged children. We aim to prioritise our disadvantaged children by:*

- Enabling our disadvantaged children to flourish; to be the best they can be, with **minds to learn and hearts to care***
- Working to close any attainment gap between disadvantaged children and their cohort.*
- Using high quality evidence to support the strategies we put in place*
- Identifying barriers to learning and working to remove them*
- Always beginning with Quality First Teaching*
- Closely matching additional support to need*
- Giving wider support to children; supporting all needs, not just academic needs*

Challenges

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

Challenge number	Detail of challenge
1	Rising SEMH needs of pupils and their families
2	Poor Language and Communication skills
3	Impact on attainment brought about by pandemic disruption of schooling
4	Poor phonic and reading skills
5	Lack of aspiration and family support to reach greater depth
6	Limited experiences beyond school and local community

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
<p>SEMH needs Pupils and families with identified SEMH needs are well supported by school staff to overcome their difficulties</p>	<p>Children exhibit fewer SEMH needs and increased resilience Families are directed to help and are more able to support children</p>
<p>Language and Communication Pupils improve language and communication skills, vocabulary and, therefore, literacy skills</p>	<p>Reduced gaps in attainment between disadvantaged children and their peers- with a particular focus on EYFS and KS1.</p>
<p>'Lost' learning due to the pandemic Pupils make accelerated progress to catch up in Reading, Writing and Maths.</p>	<p>Disadvantaged pupils perform in line with their peers and the end of EYFS, KS1 and KS2.</p>
<p>Phonics and Reading Pupils at the end of Y1 and end of KS1 make accelerated progress to catch up with their peers.</p>	<p>Disadvantaged children perform as well as their peers in the Y1 phonics screen and at the end of KS1.</p>
<p>Lack of aspiration Disadvantaged children with the potential to reach Greater Depth are supported to do so</p>	<p>Greater Depth is achieved by a percentage of disadvantaged pupils in line with their peers.</p>
<p>Limited life experiences Pupils will access a broad and balanced curriculum and a range of enrichment activities</p>	<p>Disadvantaged children access the same challenge based curriculum and life experiences as their peers. Raised self esteem, confidence and academic progress.</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: £ 50,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce emotional regulation throughout school. CPD need	EEF Metacognition and Self-Regulated Learning Guidance	1, 5
Phonics – purchase new scheme and staff training	EEF KS1 Reading Guidance EEF Improving Literacy in KS1 and KS2	2, 4
Outdoor Learning specialist to work with pupils		1, 5, 6
Outdoor Learning specialist to run after school club		1, 5, 6
Additional staff (TAs) to be employed to support children to become independent learners	EEF Making the Best Use of Teaching Assistants	3, 4, 5
Vocabulary/Oracy to be key within the learning challenge curriculum	EEF KS1 reading guidance	2, 4
Further use of Accelerated Reader, Lexia and Times Tables Rock Stars to address gaps in learning and accelerate progress	EEF Toolkit- Accelerated Reader evaluation EEF Using Digital Technology to Improve Learning	3, 4
Community Coordinator CPD		1, 5

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

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage Speech and Language therapist to assess and provide interventions	EEF Improving Literacy in KS1 and 2	2, 3, 4
Assessments to be used to target interventions	EEF- Special Educational Needs in Mainstream Schools EEF- Diagnostic Assessment	3, 4
SENCO to be released to teach high need interventions	EEF- Special Educational Needs in Mainstream Schools	3, 4
Targeted small group interventions- communication, reading, phonics, writing, maths	EEF- Special Educational Needs in Mainstream Schools EEF- Diagnostic Assessment EEF Making the Best Use of Teaching Assistants	2, 3, 4, 5

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

Budgeted cost: £ 10,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Community Co-Ordinator has time allocated to work with disadvantaged children and families		1, 5

HLTA to be allocated time to carry out THRIVE sessions		1, 5
Free Breakfast Club		1, 3, 5
Range of enrichment activities to be provided	DFE-My Activity Passport Guidance	6

Total budgeted cost: £ 78,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium 21-22 Impact

Language and Communication Pupils improve language and communication skills, vocabulary and, therefore, literacy skills

Success Criteria - Reduced gaps in attainment between disadvantaged children and their peers- with a particular focus on EYFS and KS1.

	Reading PP	Reading Non-PP	Writing PP	Writing Non-PP
EYFS	33%	67%	33%	62%
Year 1				
At or above	0%	48%	0%	44%
On track	33%	78%	33%	81%
Year 2				
At or above	70%	75%	70%	70%
On track	70%	85%	70%	70%

‘Lost’ learning due to the pandemic Pupils make accelerated progress to catch up in Reading, Writing and Maths.

Success Criteria - Disadvantaged pupils perform in line with their peers at the end of EYFS, KS1 and KS2.

	Reading PP	Reading Non-PP	Writing PP	Writing Non-PP	Maths PP	Maths Non-PP
EYFS	33%	67%	33%	62%	44%	71%
KS1						

At or above	70%	75%	70%	70%	70%	70%
On track	70%	85%	70%	70%	70%	75%
KS 2 (TA)						
At or above	100%	91%	86%	91%	100%	91%
On track	100%	91%	86%	91%	100%	91%

Phonics and Reading Pupils at the end of Y1 and end of KS1 make accelerated progress to catch up with their peers.

Success Criteria - Disadvantaged children perform as well as their peers in the Y1 phonics screen and at the end of KS1.

	Pupil Premium	Non-Pupil Premium
Year 1 phonics	33%	78%
End of KS1	70%	75%

Lack of aspiration Disadvantaged children with the potential to reach Greater Depth are supported to do so.

Success Criteria - Greater Depth is achieved by a percentage of disadvantaged pupils in line with their peers.

	Reading PP	Reading Non-PP	Writing PP	Writing Non-PP	Maths PP	Maths Non-PP
Year 1	0%	15%	0%	4%	0%	30%
Year 2	20%	15%	20%	15%	30%	20%
Year 3	20%	31%	0%	23%	0%	23%
Year 4	0%	36%	0%	23%	0%	32%
Year 5	0%	24%	0%	29%	0%	43%
Year 6	29%	26%	14%	22%	0%	30%

