# Pupil premium strategy statement M:\Michelle\St Anne's Logo Final (1).jpg

## 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

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| Detail | Data |
| School name | St. Anne’s RC Primary School |
| Number of pupils in school | 228 |
| Proportion (%) of pupil premium eligible pupils | 34% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | 18 December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mrs J Greene |
| Pupil premium lead | Mrs J Greene |
| Governor / Trustee lead | Mrs T Weedon |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £100,214 |
| Recovery premium funding allocation this academic year | £5146 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £105,360 |
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# Part A: Pupil premium strategy plan

## Statement of intent

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| St. Anne’s is a Roman Catholic Primary School in Ancoats, situated close to Manchester city centre. Although there have been changes to the area in the last few years with new apartments and housing built close to the school. However, nearly 70% of pupils are from families in the top 5% most deprived areas of Manchester.  The school’s mission statement with the strapline ‘Every child, every chance’ highlights the values which permeate all school activities. All pupils regardless of their background or challenges they face should make good progress and achieve their potential.  At St. Anne’s we use the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens in the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.  Our aims are to:   * Remove barriers to learning created by poverty, family circumstances and background. * Reduce the gaps in attainment between disadvantaged pupils and non-disadvantaged pupils at school and national level. * Develop confidence in their ability to communicate effectively in a wide range of contexts. * Ensure all pupils are able to read fluently and with good understanding to enable them to access the curriculum. * Support pupils to look after their social and emotional wellbeing and to enable them to develop resilience. * Access a wide range of opportunities to develop their knowledge and understanding of the world.   Our context:  St. Anne’s is a Roman Catholic Primary School in Ancoats, situated close to Manchester city centre. There have been changes to the area in the last few years with new apartments and housing built close to the school. However, nearly 70% of pupils are from families in the top 5% most deprived areas of Manchester.  The school’s mission statement with the strapline ‘Every child, every chance’ highlights the values which permeate all school activities. All pupils regardless of their background or challenges they face should make good progress and achieve their potential.  *Deprivation Indices*  *The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.*   |  |  | | --- | --- | | *IDACI Decile* | *1* | | *Index of Multiple Deprivation* | *1* | | *Employment Decile* | *1* | | *Crime Decile* | *1* | | *Health and Disability Decile* | *1* | | *Income Decile* | *1* | | *Education and Skills Decile* | *1* | | *Barriers to housing* | *3* |   Achieving our objectives:  In order to achieve our aims and overcome any barriers to learning we will:   * Provide teachers with high quality and regular CPD so that pupils access effective quality first teaching. * Provide targeted intervention and support to quickly address identified gaps in learning. * Ensure that all pupils have access to trips, residential visits and first hand experiences. * Provide opportunities for all pupils to participate in varied enrichment activities. * Provide appropriate nurture support to enable pupils to access learning.   This is not an exhaustive list and it may change and develop based on the needs of individual pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low attainment on entry to the Early Years Foundation Stage in all areas |
| 2 | Speech, language and communication |
| 3 | Gaps in reading, writing, maths and phonics |
| 4 | Parental engagement |
| 5 | Access to wider opportunities |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language, extended vocabulary and communication skills | Observations and assessments show improvement. Judgements triangulated with other sources of evidence such as engagement in lessons, book scrutiny and formative assessment. |
| Disadvantaged pupils achieve in-line with or above national average by the end of KS2 in reading, writing and maths. | SATs results and teacher assessments indicate aside. |
| Disadvantaged pupils in Y1 achieve in line with or above the national standard in PSC | PSC results indicate aside. |
| Improved level of parental engagement across the school | Attendance at parents’ evenings, information workshops increase. Increased opportunities for parents to engage with school. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2021-2022)** to address the challenges listed above.

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

Budgeted cost: £3020

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improving writing training | Data show some pupils’ attainment is below national expectations.  Pupils who are new to English start the school in various year groups unable to read and write in English. CPD will lead to accelerated progress and build confidence in writing. | 3 |
| Quality Mark – English and maths | Programme to improve standards in the provision, practice and performance in English and maths across the school. | 1,2,3 |
| Phonics | Pupils who are new to English start the school in various year groups unable to read and write in English. Also in Year 2 and LKS2 there a are a group of children who require further support.  Targeted phonics interventions will improve attainment. | 2,3 |
| Maths training – number, reasoning | Baseline data shows gaps in learning. CPD on how best to accelerate progress. | 3 |
| National College – CPD (reading, assessment, feedback) | Improvement in standards of reading and more constructive feedback from teachers to highlight progress. | 1,2,3 |

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

Budgeted cost: £102,875

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group and 1:1 sessions to focus on social interactions, play, gross and fine motor skills and independence. | On entry children were inhibited as not used to mixing with other pupils.  By modelling and demonstrating social behaviours as well as physical skills adults improve pupils’ levels of attainment across all areas. Children develop confidence and are independent. | 1 |
| Wellcom and Big Book of Ideas programmes.  Neli programme  Small group and 1:1 sessions to develop speech and language, expand vocabulary and improve communication skills. | Low skills in spoken language affect pupils’ progress in reading and writing.  Pupils new to the country have started in various year groups unable to read and write in English.  Early intervention and assessment of speech and language acquisition lead to progress with pupils able to communicate with confidence. | 2,3 |
| Additional small group and 1:1 sessions to improve phonic knowledge and comprehension skills in Y1 to Y6. Work with HLTA | Pupils identified through assessment, regular phonics checks.  Targeted support will lead to increased phonics knowledge and enhanced comprehension skills. Review half termly. | 2,3 |
| Spelling – Precision Teach, Cued Spelling | Pupils who struggle with spelling identified through teacher assessment.  Targeted support to improve spelling ability. | 2,3 |
| 1:1 fine motor skills practice | Poor pencil control means pupils struggle to record and read their work.  Interventions improve handwriting skills. | 3 |
| Structured interventions for maths across the school eg.Plus 1 | Pupils’ historical attainment and new pupils to school have gaps in their learning which have been identified and will be targeted effectively. | 3 |
| Additional 1:1 reading | Pupils identified through teacher assessment. Targeted support means pupils make accelerated progress | 3 |
| Lexia reading programme | Helps to improve phonics and comprehension skills. Supervised by an adult but children work at their pace and level. | 3 |

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

Budgeted cost: £2700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Parents’ workshops, adult literacy classes, parent questionnaires | Partnership between school and parents/carers is strengthened and they regularly support pupils at home. This positive parental engagement will develop pupil progress. | 4 |
| Wider curriculum opportunities | When pupils have access to a wide range of activities within and beyond the curriculum experience their cultural capital is enhanced. | 5 |

**Total budgeted cost: £108,595**

# 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.

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| 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.  Key areas of impact:   * Key Stage 1 results for disadvantaged pupils improved from the start of the year in reading, writing and maths and were in line with non-disadvantaged pupils. * Raised attainment in reading, writing and maths for disadvantaged pupils in Year 4 as an impact of targeted interventions. * Raised attainment in reading for disadvantaged pupils in Year 5 as an impact of targeted intervention. * At Key Stage 1 and Key Stage 2 the percentage of disadvantaged pupils achieving higher standard was in line with or above that for non-disadvantaged pupils. |

## 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*

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| Programme | Provider |
| Lexia | Lexia Learning Systems |
| Wellcomm | GL Assessment |
| Letter-join | Green and Tempest Ltd |