

Pupil Premium Strategy Statement – 2023-2026

Standish Lower Ground Saint Anne's

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
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	31/12/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	P.Ivory
Pupil premium lead	P.Ivory
Governor / Trustee lead	E.Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,010
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,198
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£90,208

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, for all these children.

We will consider the challenges faced by vulnerable pupils, whether they have social worker involvement or struggling with mental health issues. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality 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 gap for all pupils, including the disadvantaged. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

A priority for raising attainment involves support for the families. This includes work on attendance, punctuality, managing pupil behaviour (in school and at home) supporting mental health and wellbeing and providing good communication with parents regarding supporting learning at home (including workshops, parents evenings, class emails, phone calls etc). Part of supporting attendance includes developing nurture groups to enable pupils to improve attendance and enjoyment in school whilst providing an experience that enhances wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments evidence speech, language and communication skills are below average.
2	Social and communication skills and limited vocabulary are evident in the disadvantaged children.
3	Social and emotional needs remain a barrier to progress and attainment.
4	Data evidences that there is an attainment gap between disadvantaged and non-disadvantaged children.
5	Data evidence a gap in attendance / punctuality disadvantaged and non-disadvantaged children.
6	To ensure disadvantaged children have an opportunity to experience a variety of enrichment 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.

Intended outcome	Success criteria
Improvement in speech, language and communication skills by the end of Reception and Key Stage 1	End of year data evidences improvements in progress and attainment in speech, language and communications skills
Improvement in social and communication skills and vocabulary throughout school	End of year data evidences improvements in communication skills and vocabulary
The gap in attainment in phonics, reading, writing and maths between disadvantaged/non-disadvantaged pupils is reducing	End of year data evidences the attainment gap is reducing The quality of teaching across school is securely good Phonics Screening outcomes are in line with national outcomes
The social and emotional well-being is improving and is less of a barrier to progress and attainment	End of year data evidences improvements in progress and attainment Pupil voice evidences improvements in well-being
The gap in attendance/punctuality between disadvantaged/non-disadvantaged children is reducing	End of year data analysis evidences gaps in attendance/punctuality is reducing
There is a planned programme of enrichment opportunities each academic	A St Anne's Cultural Capital Offer is in place and disadvantaged children enjoy and attend enrichment activities

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – School to school teaching observations (teachers/TAs)	EEF – High Quality Teaching (Mentoring and Coaching for Teachers)	1, 2 and 4
CPD – Consortia Improvement Groups (Maths/English/Art/Special Needs)	EEF – High Quality Teaching (Mentoring and Coaching for Teachers)	1, 2 and 4

CPD – Supersonic Phonics (Teachers/TAs)	EEF – High Quality Teaching (Professional Development)	1, 2 and 4
CPD – Reciprocal Reading/Improving Fluency/Terrific TAs)	EEF – High Quality Teaching (Professional Development)	1, 2 and 4
CPD – Subject Leadership (teachers)	EEF – High Quality Teaching (Professional Development)	1, 2 and 4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Supersonic Scheme of Work	EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment)	1, 2 and 4
Purchase of Vocabulary Schemes of Work (Word Aware)	EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment)	1,2 and 4
Tutor	EEF – Targeted Academic Support (Small group)	1 and 4
Teaching Assistants	EEF – Targeted Academic Support (One to One and Small group)	1 and 4
Purchase of IDL	EEF – Targeted Academic Support (Small group)	1 and 4

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Social Skills Schemes of Work	EEF – Targeted Academic Support (Targeted Interventions/Teaching Assistant Deployment)	1, 2, 3 and 4
Cultural Capital Offer	EEF – Extra-curricular activities	4 and 6
Learning Mentor	EEF – Supporting attendance and supporting pupil's social, emotional and behavioural needs	4 and 5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

Early Years – three children in cohort. One child attained a Good Level of Development

Y1 Phonics Screening – seven children in cohort. Three children passed the phonics screening test.

Y2 Phonics Screening - Eight children in cohort. Six children passed the phonics screening check and this was in line with LA figures.

End of KS1 assessments

Reading – Eight children in cohort. Two children achieved the expected standard for the end of KS1.

Writing - Eight children in cohort. Two children achieved the expected standard for the end of KS1.

Maths - Eight children in cohort. Four children achieved the expected standard for the end of KS1 and this was in line with LA figures.

Combined (reading, writing and maths) - Eight children in cohort. Two children achieved the expected standard for the end of KS1 in all three subjects.

Multiplication check – Twelve children in cohort. The average score for these pupils was 18.6 and this was in line with LA figures.

End of KS2 assessments

Reading – Seven children in cohort. Four children achieved the expected standard for the end of KS2 and this was in line with LA figures.

Writing – Seven children in cohort. Four children achieved the expected standard for the end of KS2 and this was in line with LA figures.

Maths - Seven children in cohort. Three children achieved the expected standard for the end of KS2.

Combined (reading, writing and maths) - Seven children in cohort. Three children achieved the expected standard for the end of KS2.

Identified children in Year 5 and 6 accessed additional tutoring provided by a HLTA to support their learning in Maths and English.

Mental Health

Support was provided as appropriate for identifying children and families. Outside agencies were utilised when necessary.

Safeguarding

Learning mentor worked with families and outside agencies to ensure the children and families were supported appropriately.

Attendance

Attendance continues to be a challenge. A review of the attendance policy and challenges is required.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A