

Pupil premium strategy statement

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	Standish Lower Ground St Anne's CE Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynne France
Pupil premium lead	Lynne France
Governor / Trustee lead	Eddie Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,216
Recovery premium funding allocation this academic year	£1,703
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	£68,919

Part A: Pupil premium strategy plan

Statement of intent

At Standish Lower Ground St Anne's CE Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupil's pastoral, social and academic needs in a nurturing environment. As every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our learning mentor and our SLT actively engaging with the family to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Almost 20% of our pupils in receipt of Pupil Premium have identified special educational needs and a number have been in the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school.

We have recently identified pupils who are not making the progress we would expect, despite this intervention, and so strategy for 2021-23 focusses on the needs of this group. Our SLT works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. The SLT and subject leaders carry out monitoring and pupil progress meetings to ensure good progress is made by this group of pupils.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Standish Lower Ground St Anne's CE Primary School we know children must be ready to learn by ensuring their personal, social, emotional and development needs are met. This has been particularly evident for children who could not come into school, during the January lockdown, especially our youngest children. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes our new Forest school Lead Practitioner and a highly experienced Learning Mentor who works in close partnership with the SLT in school.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	There is a small group of children in receipt of PP not making expected progress despite interventions.
3 Wellbeing	Pupils' emotional wellbeing, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn.
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children needing intervention.

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.

[Attendance data from Sept 2020-Aug 2021.](#)

Intended outcome	Success criteria
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<p>To close the gap between whole school attendance and pupils in receipt of pupil premium funding.</p> <p>Whole school attendance- 94.62%</p> <p>PP attendance 93.3%</p> <p>Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees.</p> <p>Whole school – 4 children</p> <p>PP- 1 child and 3 others still awaiting PP confirmation.</p> <p>Whole school attendance is lower than usual (Covid absences, Self Isolation absences & possible Covid other illness).</p>

<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium funding, including those with SEND, make expected progress from their starting points.</p>	<p>Increase progress for key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p>
<p>To ensure the mental health and wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<p>Children’s mental health and wellbeing needs are met and supported to ensure they are attending school more regularly and able to access to high quality teaching and targeted interventions where needed to support them in making 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: £66,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p>	<p>The Education Endowment Foundation identifies the High quality teaching has a major impact on the progress of PP children. <i>Using your pupil premium funding effectively, 2021</i></p>	<p>2</p>

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

Budgeted cost: see above + £2000 (resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all pupils in receipt of pupil premium funding, including those with SEND, make expected progress from their starting points.	The Education Endowment Foundation has found that good quality intervention helps children to develop independent learning skills and manage their own learning. <i>Making best use of TA's</i> 2018.	4

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

Budgeted cost: See above

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise the attendance of pupils in receipt of pupil premium so it is at least in line with their peers and with national averages. To reduce the numbers of persistent absentees.	<p>The Learning Mentor to work closely with the PP families, educating, supporting and enabling them to improve the children's attendance. Previous work in school has made a significant difference in the past (before lockdowns)</p> <p>"Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education." <i>DFE School Attendance 2020</i></p>	1
To ensure the mental health and wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	<p>"Research now backs up what forest school practitioners have known all along- that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional wellbeing" <i>Forest School Training 2021</i></p> <p>Public Health England and DFE working together through "<i>Promoting children and young people's mental health and wellbeing</i>" clearly states improved mental health and wellbeing contributes to the increased learning for pupils in schools. "It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood." 2021</p>	3

Total budgeted cost: £ 68,919

Further information

The previous year (2019-20) PPG was directed into 3 areas:

- *Teaching and Learning*
- *Mental health and wellbeing*
- *Safeguarding*

This included support from teachers, SLT and the Learning Mentor during lockdown and during the rest of the academic year. Whilst this year had a big impact on all our children the support for children's mental health and wellbeing was paramount.

Safeguarding concerns were a priority and the number of families receiving Social Care and in school support increased. The support our Learning Mentor, support staff and teachers gave to all these families was valued and great efforts were made to keep our children safe and to provide support in mental health and wellbeing.

