

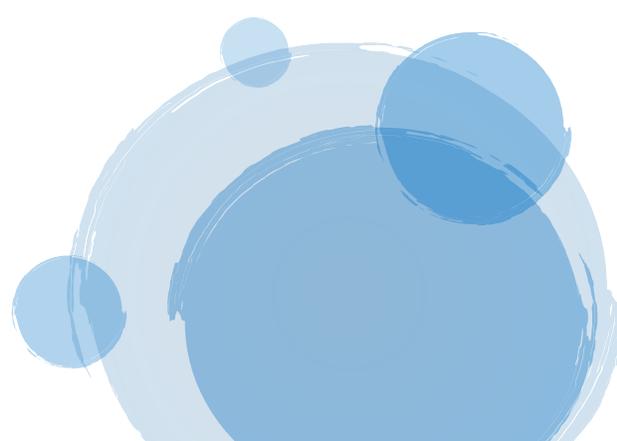


# The James Montgomery Academy Trust

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## Pupil Premium Strategy Statement incorporating the Recovery Premium Information for Headteachers and Pupil Premium Leads

All schools must use the templates available on [GOV.UK](https://www.gov.uk) to publish their 2022 to 2023 pupil premium strategy, by the end of December 2022.



## Funding

The Government Advice is for those responsible for managing the use of pupil premium and (recovery premium in the 2022-23 academic year).

Advice is to consider taking a longer-term approach to the use of pupil premium funding and therefore 3 year plans are recommended. This can make it easier to plan the spending. If a multi-year approach is used, then there needs to be a review of the strategy and an updated statement every academic year before 31<sup>st</sup> December.

The recovery premium provides additional funding for schools in the 2021-22 academic year. Building on the pupil premium this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium, so those children eligible for pupil premium funding are also eligible for recovery premium funding.

- Pupils who are eligible for free schools meals (FSM)
- Pupils who have been eligible for free school meals at any point in the last 6 years
- Children looked after by local authorities and referred to as looked-after children (LAC)
- Post-looked after children (post-LAC)

**School recovery premium** allocations will be calculated on a per pupil basis. Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

There is a minimum payment that is referred to as a 'floor' to ensure that an eligible primary school will receive no less than £2000 (recovery premium).

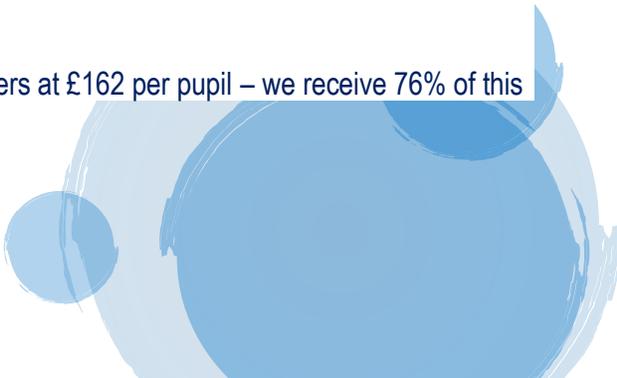
As with pupil premium, the funding for looked-after children will be paid to the LA and will be managed by the virtual school.

The recovery premium will be paid in 4 payments to schools during the 2022-23 academic year:

Academy payments will be made on the first working day of each month in:

October 22      January 23      May 23      July 23

**School led Tutoring Fund** is calculated based on your Pupil Premium numbers at £162 per pupil – we receive 76% of this



### Pupil premium rates for 2022-23 are:

- £1385 (+£40 from previous year )per pupil for pupils in tear groups from reception to Year 6 recorded as Ever 6 free school meals (FSM).
- £2345 per pupil for Looked-after-Children (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- £2345 per pupil for Children who have ceased to be looked after by a LA in England and Wales because of an adoption, special guardianship order, or child arrangement order.

Schools should spend the recovery premium on evidence-based approaches for supporting children. In line with EEF pupil premium guide. Activities should include those that:

- Support the quality of teaching, such as professional development.
- Provide targeted academic support, such as tutoring.
- Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

For mainstream and special academies, the pupil premium for 2022 to 2023 will include pupils recorded in the October 2021 school census who have had a recorded period of FSM eligibility since January 2016, as well as those first recorded as eligible at October 2021.

### Reporting and Accountability

Schools must show how they are using their recovery premium effectively by:

- Reporting on their use of the premium as part of the pupil premium strategy statement.
- Monitored through Ofsted inspections, where inspectors may discuss plans schools have to spend their recovery premium.

The statement must be published by 31<sup>st</sup> December 2022 to enable schools to take the needs of the new intake of children into account.

### Relevant Links to Information

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-pupil-premium)

[Recovery premium funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/recovery-premium-funding)

[Diagnostic Assessment Tool.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/diagnostic-assessment-tool)

[Pupil Premium Guide | Education Endowment Foundation | EEF](#)



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## 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	St Ann's Primary
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year
Date this statement was published	September 23rd 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr L Rowan
Pupil premium lead	Mr L Rowan
Governor / Trustee lead	Mrs S Littlewood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,770
Recovery premium funding allocation this academic year	£29,290
School Led Tutoring funding allocated this academic year	£24,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£309,060</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	+SLT - £333,930

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## Part A: Pupil premium strategy plan

### Statement of intent – Our Principles

- We want to support our children by removing barriers that have in the past had a major effect on their learning.
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups.
- We recognize that not all pupils who are socially disadvantaged are registered for free school meals and therefore reserve the right to use pupil premium funding to support any pupil or groups of pupils who we have legitimately identified as being socially disadvantaged.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance of a significant number of children is low
2	Many of our children do not have rich and varied life experiences.
3	There are a significant amount of home safeguarding concerns amongst our pupils
4	Increased numbers of our pupils have multiple complex needs, including speech and language, social and communication, poor working memory, attention difficulties and social emotional and mental health needs,
5	Low attainment in all subjects, particularly in reading and writing.

### 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
Improve attendance rates	Attendance for identified children increases Attendance across school improves month on month
A rich and wide curriculum is delivered in every class - including extra-curricular activities	Every project has a sparkling start Extra-curricular activities, including a breakfast club, are offered to each class every half term.
Identified Families are well supported both in and out of school	Case studies show examples of how our inclusion team have supported identified families. Parents' survey show families feel well supported in school Parent Council established

To improve children's; S&L, Social and communication skills, Working memory Social emotional and mental health needs	Identified children with S&L needs achieve their target Communication and Language target attainment scores in Foundation are achieved Children identified with Mental health – pupil surveys reflect an enjoyment of school
To accelerate progress and improve attainment in reading writing and maths	All children achieve their annual academic target/ KS2 Progress scores are higher than national
To improve knowledge and skills in the wider curriculum	Learning journeys in all wider curriculum subjects are clear and coherent Children can explain what they have learned from each subject topic each term.

### 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: £ 155,000 – **new to 2022/23 in bold**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employment of additional teachers.</b> (£25,000) <i>Senior Leaders to have additional non-class based time out to coach/ mentor and support quality first teaching in all classes</i>	Lowers ratios  EEF approach to Pupil Premium – tiered approach – supporting teachers through quality CPD  Sutton trust – Quality first teaching has direct impact on pupil outcomes	4,5
<b>Subject leaders to have non-class based time out to support/ coach and monitor their colleagues in their subject.</b> (£4,000)	Sutton trust – Quality first teaching has direct impact on pupil outcomes	4,5
<i>Additional HLTAs and TAs in classes ensuring targeted support in lessons including first day intervention</i>	Lowers ratios in classrooms  Impact of same day intervention	4,5

<b>Purchase Little Wandle Synthetic Phonics Scheme and invest time in training package (£1,300)</b>	EEF – parental engagement (ebooks)  Reading research illustrating the benefits of children re-reading texts	2,4,5
<b>Purchase of Pathways Writing Scheme and Spelling Scheme £2,000</b>		
<i>Purchase of web based programmes to be used in school and at home</i> Power maths Timestable Rockstars Numbots Bug Club Spelling beats	EEF – Parental engagement  EEF – digital technology has a beneficial impact on children’s academic performance	4,5
<i>Purchase of Published teaching schemes in IT/Music/P.E &amp; Cornerstones – (Hist/Geog/Art/DT/Science) £2,500</i>	Bought in schemes improve staff’s subject knowledge, ensure consistency of approach and allow time for staff to prepare for the ‘how.’- to improve quality first teaching.	2,4,5

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

Budgeted cost: £ 75,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Additional colleague to be trained in Communication Friendly Setting accreditation £4,000</b>	National Programme developed by Elklam – who train speech and language therapist. Aim is to improve C&L for children and staff subject knowledge.	4,5
<i>Nuffield Early Language Intervention (NELI)- target to improve outcomes for children who are not on track in reception in C&amp;L</i>	DfE – endorsed Recognised on EEF toolkit	4,5
<i>Additional HLTAs and TAs in every classroom</i>	High quality group interventions – including phonics that are proven are delivered	4,5
<b>Train TA to become HLTA £1,000</b>		4,5
<b>Qualified teachers employed as HLTAs to</b>	EEF – High quality tuition with low ratios of 1:3 have a significant impact on pupils’ progress	4,5

<b><i>deliver phonics catch up teaching and interventions (£27,000)</i></b>		
<i>After school tutoring – Y6 – preparation for the SATs</i>	EEF – High quality tuition with low ratios of 1:3 have a significant impact on pupils' progress	4,5

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

Budgeted cost: £100,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>SENDCo to be given non – contact time to support increasing SEND demands in school, including CPD of colleagues.</i>	EEF approach to Pupil Premium – tiered approach – supporting teachers through quality CPD	3,4,5
<i>A new Inclusion team is established Including a Safeguarding Officer role, an Attendance Officer role, Learning Mentor or behaviour, SENDCO &amp; DSL</i>	Multi- agency model. Bringing together colleagues from different roles together to champion families. Smaller groups to impact upon, due to number of colleagues in the inclusion team, gives us more likelihood of success.	1,3
<i>Breakfast Club is delivered giving children a healthy meal and engaging activities at the start of every day</i>	Pupils have a positive routine, including a healthy meal, at the start of the day.	2
<i>Class sparkling starts such as educational visits out or visitors into school are subsidised</i>	Children's motivation increases having a direct impact on their learning.	2

**Total budgeted cost: £ 330,000**



## 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 2021 to 2022 academic year.

#### Removing Barriers

##### Attendance

Over 160 children achieved 95%+attendance

Still too many PA children – just over 100 – new tracking and challenge to be implemented in 22/23

##### Safeguarding

Termly safeguarding reports from Deputy Safeguarding Lead for Safeguarding Governor are completed (JMAT template)

Meetings with DSL/Head take place at least half termly

New DSL trained – JMAT template completed for Governors covering key aspects of safeguarding

Safeguarding on the agenda at every meeting.

Multiple cases where Safeguarding team have supported families – case studies. (see DSL termly report to Governors)

##### Parental Engagement

Planned support for key meetings – admissions/ parent consultation

Parent Hub increased to 70% - identify 30% and target Autumn term 2022

##### Pupil Motivation/engagement

Summer term sparkling starts in every year group returned– some visits out, some visitors in, heavily subsidised

#### 2022 Data

		2021	2022	2021	2022	2021	2022	2021	2022	
2137	St Ann's Primary School	Reading ≥ Exp. Std.	30	44.5%	41.7%	51.7%	40.0%	-	+12.3% pts	-12.3% pts
		Writing TA ≥ EXS	28	59.0%	58.3%	79.3%	39.3%	-	+20.7% pts	-28.0% pts
		Maths ≥ Exp. Std.	30	52.9%	50.0%	62.1%	46.7%	-	+8.7% pts	-4.8% pts
		RWM ≥ Exp. Std.	28	41.9%	41.7%	48.3%	35.7%	-	+5.9% pts	-4.4% pts
		Reading Avg. SS	28	98.9	98.2	101.5	97.2	-	+4.0pts	-4.6pts
		Maths Avg. SS	28	99.9	100.6	100.6	98.4	-	-0.6pts	-0.6pts

#### KS2 Test Trend (Keypas)

DfE 2022 | Disadvantaged

		2021	2022	2021	2022	2021	2022	2021	2022
26	Reading Avg. Prog. Scr.	3.39	3.42	5.28	1.48	-	+1.86pts	-3.60pts	
		7.00	7.77	9.72	3.50	-	+1.95pts	-6.02pts	
		5.72	6.82	6.10	4.24	-	-0.61pts	-1.47pts	

#### Maths

Although, Disadvantaged children's ARE is showing a negative trend, their progress scores are significantly above national (+4.2)

## Reading

Disadvantaged children's ARE is showing a similar trend and the gap to national remains the same, their progress scores are above national (+3.5)

## Writing

Disadvantaged children's ARE is showing a similar trend and the gap to national has increased though, their progress scores are above national (+2.8)

2019 Data – the last year SATs were implemented

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>5.50</b>	<b>9.78</b>	<b>6.50</b>
Confidence interval <a href="#">?</a>	3.2 to 7.8	7.7 to 11.9	4.5 to 8.5
Number of disadvantaged pupils	27	28	27
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils <a href="#">?</a>	0.32	0.27	0.37
<a href="#">Switch comparator</a> <a href="#">?</a>			

2019 Attainment of Disadvantaged Pupil at St Ann's.

### Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low <a href="#">?</a>		Middle <a href="#">?</a>		High <a href="#">?</a>	
	All	Dis	All	Dis	All	Dis
Number of pupils	26	20	18	7	1	1
Percentage	27	30	94	100	100	100
National average <a href="#">?</a>	7	8	58	62	95	96
Difference <a href="#">?</a>	20	22	37	38	5	4

### 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

Programme	Provider
Power Maths	Pearson
Timetable Rockstars	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

