



Pupil Premium Strategy Statement

Statement of intent

At St. Ann's Primary School:

- 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.
- 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.

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 (3 year plans are recommended)	23/24 24/25 25/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr L Rowan
Pupil premium lead	Mr L Rowan
Governor / Trustee lead	Mrs S Littlewood

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	2022-23 £279,770 2023-24 £291,000
Recovery premium funding allocation this academic year	2022-23 £29290 2023-24 £29,290
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	£309,060 - £333,930 including SLT £320,290

Part A: Pupil premium strategy plan

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

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £185,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional teachers. £42376 + £45414 <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
Additional TAs in classes ensuring targeted support in lessons including first day intervention <i>Supporting increasing number of children with SEND</i> 4 TA's = £93,740	Lowers ratios in classrooms Impact of same day intervention Supports staff morale	4,5
Additional HLTAs so Subject leaders have non-class based time out to support/ coach and monitor their colleagues in their subject. (£4,000)	Sutton trust – Quality first teaching has direct impact on pupil outcomes	4,5

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

Budgeted cost £45,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Tutoring £19,144 + £25,394	EEF – High quality tuition 1:1 and group work with small ratios - have a significant impact on pupils' progress	4,5
After school tutoring – Y6 – preparation for the SATs £5,000	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: £108,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo to be given increased non –contact time to support increasing SEND demands in school, including CPD of colleagues. £35,000	EEF approach to Pupil Premium – tiered approach – supporting teachers through quality CPD	3,4,5
A new Inclusion team is established Including a new Family Support Worker role, an Attendance /Admissions Officer role, Attendance Reactor, SENDCO & DSL £36,480 + £14,456	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
Breakfast Club is delivered giving children a healthy meal and engaging activities at the start of every day £16,715	Pupils have a positive routine, including a healthy meal, at the start of the day.	1,2
Class sparking starts such as educational visits out or visitors into school are subsidised £6,240	Children's motivation increases having a direct impact on their learning.	1,2

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 2022 to 2023 academic year.

All Pupils -Phonics Screen test published data showed an increase of 8.4% to 64.4% from the previous year - narrowing of the gap to both National and LA figures.

FSM6 pupils showed an increase of 2% compared to the previous year and subsequently outperformed their non-FSM6 peers.

The targeted support, regular use of formative assessment, staff coaching and the focused tutoring will continue in 2023/24.

Despite KS1 attainment figures declining in all areas for all pupils and FSM6 pupils compared to 2022, the percentage passing the phonics screen increased. This is where the targeted support was focused.

Additional SLT and subject leader support will be focused on Y2 in 2023/24.

In the Multiplication Timestable Check – All pupils 49% achieved 21 marks+ and a further 20% achieved 16-20 marks – similar results to local figures. FSM6 pupils 40% achieved 21 marks+ and a further 25% achieved 16-20 marks

In KS2, mobility has a significant impact on KS2 attainment for both all pupils and FSM6.

The non FSM6 outperformed their peers in all areas of attainment and progress, except writing. On further analysis of the cohorts and drilling down to look at FSM6 (not SEND) v Non FSM & not FSM6 it showed similar attainment levels across all three areas. However the progress scores of the FSM6 (not SEND) was +2.6 reading, +3.4 Writing and +2.8 Maths – significantly higher than national, LA and our own internal data for all children. This underlines the multi-factor element has a significant impact on our pupils and will need further investigation.

In September 2023 OFSTED reported

What is it like to attend this school?

St Ann's Primary school is built on strong relationships. Pupils say that they feel safe because they know that staff care about them and will help if they have a concern. Pupils show thoughtful acceptance and understanding of others. They value and embrace difference and, as a result, new pupils are warmly welcomed into the school. One pupil said that 'equality is important here, nobody misses out!'

Leaders have high expectations of pupils' achievements and behaviour. Pupils value recognition of their successes, taking pride in seeing their work displayed around the school.

Classrooms are calm and it is very rare for learning to be disrupted. Staff are skilled in addressing and supporting the behaviour of pupils with additional needs. They do this very effectively, through their knowledge of, and positive relationships with, individual pupils. Pupils say that bullying rarely happens. Nonetheless, they trust staff to address it

quickly and effectively should it occur.

Breakfast club provides a social and relaxed start to the day. There is a warm welcome for pupils and parents alike. There are other opportunities to deepen learning in the wider curriculum, such as visits that are linked to pupils' topics, different school clubs and charity events.

Attendance remained at 90% but the persistent absenteeism reduced by 5%. The new strategy that was started in May 2023 will be adapted.

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
Timestables Rockstars	

Service pupil premium funding (optional)

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

Measure	Details
How our service pupil premium allocation was spent last academic year.	
The impact of that spending on service pupil premium eligible pupils.	

Further information (optional)