



Pupil premium strategy statement

St Anne's Roman Catholic Primary School, Audenshaw

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview 2022

Detail	Data
School name	St Anne's RC Primary School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-July 2024 (3 year)
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alicia Duffy
Pupil Premium Lead	Alicia Duffy
Governor / Trustee lead	Maureen Daly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
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	£54,015

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry to EYFS
2	Mental health concerns and emotional barriers to learning
3	Missed education during lockdown
4	Lack of support from home with learning
5	Increase standards of speech and language
6	Maintain excellent standards of attendance

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
To narrow the attainment gap between PP and non-PP by the end of Reception	To reduce the attainment gap in EY from end of Summer 2022: (There were 7 PP children in this cohort) <u>GLD</u> : 65.6% All pupils 57.1% PP pupils (0/3) <u>Literacy</u> : 65.6% All pupils 57.1% PP pupils <u>Maths</u> : 75% All pupils 57.1% PP pupils
To ensure that mental health and social and emotional issues are not barriers to learning and achievement for PP pupils	To have identified and supported any PP pupils with social and emotional barriers to learning and achievement
To reduce gaps in education from missed learning during lockdown	To narrow the gap by July 2023 in attainment by 2 pupils per class
For the attendance of PP pupils to be at least (if not higher) than PP pupils nationally	Overall attendance for PP pupils to be at least 92.5% (if not higher)

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils (CPD for all staff)	EEF guide to Pupil Premium-tiered approach-teaching is top priority including CPD Sutton Trust-quality first teaching has direct impact on student outcomes	1,3,5
Whole school outsourced phonics training for Little Wandle scheme and to provide fully decodable Phonics Books for all pupils	DfE Guidance Review of Early Reading Development	1,3,4
Salt intervention throughout school via Manchester Speech and Language	EEF- Oral language interventions have very high impact based on extensive research	5
Research based interventions to plug gaps missed through lockdown	EEF-Language interventions consistently show positive impact on learning Proven interventions (with evidence) of blank level progress	1,3,4,5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Recruitment of a tutor to work with 3 groups of Year 6 to narrow the attainment gap between PP and non-PP pupils (small group)	EEF evidence 1:1 tuition (small group tuition) can be effective	3,4
Use of teaching assistants to ensure 'Keep Up not Catch Up'	EEF guide to PP-targeted support Keep Up not Catch-Up Research Schools Network	2, 3, 4, 5
Performance Management Targets for all staff reflect impact of quality first teaching resulting in accelerated progress for PP pupils	EEF guide to PP-targeted support	1,3,4,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a sports coach to deliver quality first teaching of sport, nutrition and healthy lifestyles x 2 full days a week	British Medical Journal (1 in 10 pupils become obese or overweight in Primary School)	2
School have invested in the 'My Happy Mind' programme to ensure PSHE is appropriately and effectively taught	EEF Social & Emotional Learning improves interaction of others and self-management of emotions-impacts on attitudes to learning and social relationships in school, increasing progress My Happy Mind is approved by the NHS	2
To work alongside Tameside Education Welfare Services to maintain high standards of attendance	EEF Social & Emotional Learning improves interaction of others and self-management of emotions-impacts on attitudes to learning and social relationships in school, increasing progress	6
1:1 Learning Mentor to provide support for mental health & social and emotional needs	EEF Social & Emotional Learning improves interaction of others and self-management of emotions-impacts on attitudes to learning and social relationships in school, increasing progress	2,4,6

Total budgeted cost: £80,000

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.

Reading and Writing

- All teachers now aware of disadvantaged pupils and CPD/support implemented
- Significant improvement in standard of work in books (monitored by whole teaching staff)
- New whole class reading approach adopted
- Close monitoring of daily readers

Maths

- Consistency now whole school have adopted White Rose Maths
- Close monitoring of teaching and outcomes by SLT and subject lead

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
Little Wandle Phonics Scheme	Little Wandle
Nessy (dyslexia screening facility too)	Nessy Learning Ltd
My Happy Mind	My Happy Mind
Dynamo Maths	Dynamo Maths
Junior Language Link	Speech Link
WellComm	GL Assessment
Snap Science	Collins
Boxall Profile	nurtureuk
PE Passport	PE Passport