



# 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 2024-25

Detail	Data
School name	St Anne's RC Primary School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	20.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2024-July 2027 (3 year)
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Stephanie Clarke
Pupil Premium Lead	Stephanie Clarke
Governor / Trustee lead	Maureen Daly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,660.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,660.00

# 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	<p>To reduce the attainment gap between PP and non-PP at the end of KS1 and KS2. PP performance was in line with all other pupils at the end of Reception for 2024.</p> <p>Data from Summer 2024:</p> <table border="1"> <thead> <tr> <th>Year 2 SATS</th> <th>All pupils</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>No. of children</td> <td>30</td> <td>7</td> </tr> <tr> <td>Reading EXS+</td> <td>72.3%</td> <td>42%</td> </tr> <tr> <td>Reading GDS</td> <td>24.1%</td> <td>0.00</td> </tr> <tr> <td>Writing EXS+</td> <td>65.4%</td> <td>42%</td> </tr> <tr> <td>Writing GDS</td> <td>24.1%</td> <td>0.00</td> </tr> <tr> <td>Maths EXS+</td> <td>72.3%</td> <td>42%</td> </tr> </tbody> </table>	Year 2 SATS	All pupils	Disadvantaged	No. of children	30	7	Reading EXS+	72.3%	42%	Reading GDS	24.1%	0.00	Writing EXS+	65.4%	42%	Writing GDS	24.1%	0.00	Maths EXS+	72.3%	42%
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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 2025 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 96% (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: £40,000

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  Ofsted English Review  EEF Preparing for Literacy	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
Learning mentor to lead on attendance and run intervention groups to promote mental health	EEF Social and 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

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of teaching assistants to ensure 'Keep Up not Catch Up' with the most qualified staff leading the groups of children at risk of falling behind	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: £10,000

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 Jigsaw 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	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
Learning mentor employed for academic year 2024-2025	Learning mentor who delivers interventions that focus on removing social and emotional barriers to learning	

**Total budgeted cost: £60,000**

## 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 2023 to 2024 academic year.

#### Reading and Writing

- All teachers are aware of disadvantaged pupils and CPD/support implemented
- Significant improvement in standard of work in books (monitored by whole teaching staff)
- Whole class reading approach adopted and successfully implemented showing impact on outcomes
- Close monitoring of daily readers

#### Maths

- Consistency across school with White Rose Maths and school adaptations to ensure procedural arithmetic opportunities
- 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
Jigsaw	Jigsaw PSHE
Junior Language Link	Speech Link
WellComm	GL Assessment
Boxall Profile	nurtureuk
PE Tameside	Tameside Active