# 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

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| Detail | Data |
| School name | St Thomas and St Anne’s CE Primary School |
| Number of pupils in school | 86 |
| Proportion (%) of pupil premium eligible pupils | 19.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022  1 Year |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Hannah McGrath |
| Pupil premium lead | Hannah McGrath |
| Governor / Trustee lead | Judy McFall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £25555 |
| Recovery premium funding allocation this academic year | £ 2755 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1887.82 |
| **Total budget for this academic year** | £30,197.82 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Thomas & St Anne’s we are committed to continuous improvement in the quality of education and service we offer. We aim to create a learning environment that is exciting, challenging, safe and happy. We expect high standards of our children, both in work and behaviour - and aim to achieve this by working closely with parents and the wider community. Our pupils in receipt of Pupil Premium face specific barriers and we have used research led approaches to the allocation of PPG combined with our in-depth knowledge of our children to provide support and guidance in overcoming these barriers. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed. We place a huge importance on the social and personal development of children as without this, academic development will never be fully realised. We believe in giving children a curriculum and additional experiences that give them a thirst for more and an understanding of the value of their own education. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Pupils making less than expected progress in reading, writing and maths |
| 2 | Attendance and Punctuality |
| 3 | Social, emotional, mental health and wellbeing needs that impact children and their families |
| 4 | Parental engagement |

## 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.

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| Intended outcome | Success criteria |
| To improve pupil progress and outcomes for pupils in receipt of PPG so that they make good or better progress. | Children in receipt of Pupil Premium Grant (PPG) make at least expected progress across Reading, Writing and Maths. Children who are below age-related expectations are making accelerated progress |
| To improve disadvantaged pupils’ rate of persistent absence, including lateness. | PA absence rate for pupils in receipt of pupil premium will be in line, or lower then national averages. |
| To support children’s self esteem and mental health, particularly following COVID 19 | Children are keen to come to school and are more aware of their own strengths and areas for further development. |
| Further develop relationships with parents | Parents are more engaged in their child’s learning and have increased attendance at pertinent school meetings. Parents feel fully equipped to support their children with their learning. |

## 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: £ *5,421*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *High quality CPD for teaching staff on enabling children to know and remember more to ensure that teaching and learning is consistent across all subjects and year groups. Improving teacher’s knowledge and understanding of the school curriculum* | Chris Quigley and Diane Pye Approach in effective curriculum design and to ensure children can know and remember more. | 1 |
| *Use Accelerated Reader, Maths Shed, Spelling Shed, TTRS, White Rose Maths* | Evidence from previous years outcomes in school show that these resources support positive outcomes for our children. Other local schools report similar findings. | 1, 4 |
| *Phonics CPD for all staff* | DfE’s reading report strongly recommends high quality CPD for all staff to enable and support the effective teaching and catch up for children who are learning to read and have gaps in their phonological knowledge. | 1,4 |
| *High quality teaching of phonics, including for children in KS2 with weak phonological knowledge. Phonics Bug and Rapid Phonics (KS2). To be delivered as part oh whole class sessions in KS1 and small group intervention in KS2* | EEF state that “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds”  Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. (EEF) | 1 |
| *Mental Health in School Awareness Training* | We have seen an increase in more PPG children needing support with the mental health and wellbeing | 3 |

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

Budgeted cost: £ *21 865*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Small group or 1:1 sessions led by experienced TA based on teacher directed structured interventions in reading, writing, maths and emotional and social wellbeing.* | Regular additional sessions in to be used to support, pre-teach, consolidate and address misconceptions and support pupils in ‘closing the gap’. This approach has been used successfully previously and is supported by evidence from other schools and EEF in having a positive impact on learners. | 1 |
| *Support available from Emotional Literacy Support Assistant with appropriate resources to support sessions.* | Trained ELSA in school to work with individual and small groups. Resources | 3 |

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

Budgeted cost: £ *2,241*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use Seesaw to continue to communicate and engage with parents regarding children’s learning activities. Provide practical strategies, including examples of how problems have been solved in school, tips, support and resources to engage. | Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions | 4, 1 |
| Monitor engagement of home learning activities via Seesaw and provide support where engagement is low. | Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. | 4 |
| Financial support for persistently late families to attend School’s Early \Birds Club | Some PPG families often miss crucial parts of the day by being persistently late. | 2,3 |
| Daily Sensory circuit | Daily sessions have had a significant impact on some children with behaviour/ attachment difficulties. | 2 |
| Ensure that all children have access to a suitable working device in the event of remote learning | Technology is working correctly and parents can access learning quickly without any barriers. Upkeep and maintenance of DfE devices | 1, 4 |
| Attendance monitoring -  Administrative Assistant allocated hours to monitor pupils and follow up quickly on lateness and absences  In-house letters to be used as an early intervention strategy  Rigorous application of the access process with half termly reviews with the SBM & Headteacher |  | 2 |

**Total budgeted cost: £***29,527*

# 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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*  As a school we continued to assess pupils using standardised tests and other assessments in line with our normal assessment practices including:   * NTS standardised assessments * Phonics Screening Check * Accelerated Reader reading data * In house teacher assessments. |