

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022, 2022-2023 and 2023-2024 academic year)s 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 Anne's Catholic School, Gateshead |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | 29/09/2021 |
| Date on which it will be reviewed | 05/03/2022 29/09/2022 05/03/2023 |
| Statement authorised by | Sonia Fraser |
| Pupil premium lead | Sonia Fraser |
| Governor / Trustee lead | Paul Arrowsmith |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £54, 455 |
| Recovery premium funding allocation this academic year | £5, 655 |
| 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 | £60,110 |
|---|---------|

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate other funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography

St. Anne's is a below average sized Catholic primary school with 140 pupils on roll. The school is located in the heart of a council estate that is also within an area of deprivation. The school is largely white-British with a very small percentage (0.05%) of children who are EAL. The school underwent a time of transformation between 2015 to 2017 that enabled the school to achieve a good OFSTED rating from previously being Requires improvement for a number of years. Since then the school has gone from

strength to strength and obtained an Outstanding judgement in its Diocesan inspection in December 2018. The school then joined a multi-academy trust in June 2019 and has continued to thrive.

St. Anne's is a vibrant, creative and inclusive school which embraces fully its school mission statement of 'Working together: in faith, learning and love'.

The current Executive Headteacher was appointed in June 2015, however, and is also Executive Head teacher of a primary school in Stanley. Along with the Headteacher, there is a strong leadership team at St. Anne's consisting of a Head of school, and a TLR.

St. Anne's initial percentage of disadvantaged children is much lower at 34% of the actual reality when the IDACI is explored. Just under 80% of the school population overall fall into the top 30% level of deprivation in the country. This is a much more accurate picture of the deprivation levels within school.

Pre-COVID a large majority of children have low starting points when they joined the school. Many children who enter our reception class are well below the expected level for their age. Since all children returned to school in September 2021, following two national lockdowns, these already low starting points have further declined, and this has impacted on our Early Years setting and needed to be a high priority on the COVID catch-up plan. However, we continue to endeavour that our curriculum is enriched with real life experiences where possible while following COVID guidelines ranging from trips, visitors or hands on practical learning to ensure all our learners are starting from the same advantage point. We believe that no child should be at a disadvantage due to their background.

The school's children with special educational needs is in line with national 2021 at (14%). There is currently 2 pupils with an EHCP. Most of the children in the school are white British and the percentage of children with different ethnicities and with EAL is well below the national average. (0.05% EAL).

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to at least reach Age Related Expectation at the end of Year 6 of attain GDS without financial issues being a barrier.

How we achieve these objectives

- Allocating support staff to classrooms where pupil premium children require extra support helping to accelerate progress
- To provide small groupwork with an experienced teacher/HLTA focussed on overcoming gaps in learning

- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on FreeSchool Meals to achieve Age Related Expectations and above.
- Supporting children emotionally with our counsellor and outside agencies.
- Additional learning support.
- Pay for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To allow the children to learn a musical instrument

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupil premium pupils are making less progress in individually identified areas (RWM) than pupils not eligible for Pupil premium |
| 2 | Parental Engagement – Educational support and home learning in and out of lockdown |
| 3 | Social emotional and behavioural problems are affecting wellbeing of some Pupil Premium pupils |
| 4 | Some pupils on entry into reception have low language acquisition as well as speaking, listening and language skills. |
| 5 | Attendance issues for some children |
| 6 | Affording school additional costs (clubs, music provision, uniform, milk) |

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 |
|---|--|
| <i>Improved progress and attainment for all PP pupils. Appropriate individualised support will be given to pupil premium pupils in all year groups through targeted intervention in class and outside in small groups (1 to 1 when needed). They will be measured through pupil</i> | Gaps closing between PP pupils and none PP in ARE and GDS in all subjects, particularly in the core subjects of Phonics, RWM and RE. |

| | |
|--|---|
| <i>progress meetings, attainment data and alongside pupil's views on their own progress.</i> | |
| <i>Greater Parental engagement – Educational support and home learning in and out of lockdown. This will be measured through pupil progress meetings, pupil voice and school data.</i> | PP children engaging better with homework and home learning and parents more engaged with supporting children in their school life. Breakfast and afterschool provisions to offer support with homework and helping PP families where appropriate back to work. |
| <i>Barriers to learning for PP pupils identified as needing social, emotional well being or other support are reduced. This will be measured by how settled the children are and how quickly they are catching up and making progress as well as their emotional wellbeing. This will be undertaken by monitoring in class, Pupil progress meetings and discussions with outside professionals where relevant.</i> | Pupils will be less dependent on support as barriers to learning have been reduced/removed and the negative impact their needs have had on their progress have lessened. Gaps will be narrowing. Pupils and parents feel they are supported well in this area. |
| <i>Speaking, listening and language skills in Reception are improved to enable children to be successful throughout the school. This will be undertaken by monitoring in class, Pupil progress meetings and discussions with outside professionals where relevant.</i> | Pupil premium children left behind in their language skills make good progress by the end of the year so they close the gap towards GLD. |
| <i>Attendance rates improved for PP children so it is that of the none PP children. Measured by whole school data.</i> | PP children's attendance will match that of none PP children. |

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: Free/within main budget

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------|---|--------------------------------------|
| NELI | SEED research discusses the importance of early language including speaking and listening to develop reading. | 1, 2, 4 |
| <i>RWI Training – Whole School</i> | EEF toolkit discusses the impact a synthetic phonics scheme, well delivered and taught has on children's progress and outcomes. | 1, 2, 3 |

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

Budgeted cost: £ 46,765

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Teaching assistant support – 1 to 1 and small group interventions</i> | The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective. | 1, 4 |
| <i>Extra teacher in classes and for small group and one to one support</i> | The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective. | 1, 4 |

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

Budgeted cost: £ 24, 619

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Counselling</i> | The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective. | 2, 3 |
| <i>Milk provision in EYFS</i> | This is to ensure promotion of a healthy lifestyle and access to calcium that does not cost the parent. | 6 |
| <i>Breakfast and Wrap around care</i> | This is in place (on a case by case basis) to support low income families back to work so that they children can have better outcomes longer term. The provision provides food | 2, 5,6 |
| <i>Uniform</i> | This is in place (on a case by case/ discretionary basis) to support low income families who need support with their finances to purchase uniform. | 6 |
| <i>Pastoral/SEN/ attendance support (Dedicated EWO role and staff training)</i> | The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective. | 1, 3 |

Total budgeted cost: £ 61,345

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.

Our Teacher Assessments at the end of the academic year 2020/21, showed that the children who were disadvantaged performed at a lower level than in the last 3 years. Due to COVID disrupting education children, some of our Pupil Premium children who were on track to achieve ARE in the core areas of the curriculum did not make that progress.

Since the children's return in September 2021 a base line assessment was undertaken and Pupil Premium children are making excellent progress to try and catch up their lost learning. When schools were closed, St Anne's staff ensured a high quality, on line and live programme of teaching that incorporated all of the core and foundation subjects. For disadvantaged and vulnerable/SEN children staff ensured a tailored and bespoke package of learning to help children overcome any barriers to their learning. This included special intervention packs, pastoral sessions weekly with the class teacher, daily contact via teams lessons, free laptops and internet data cards, and daily email support for children and parent's who needed this. PP children were also given priority for places in school when available during the lockdown periods.

On returning to school, it was very evident that that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, including counselling and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Overall attendance in 2020/21 had improved after a poor 2019 to 2020. It was a marked improvement and higher than the national average. During the times children had been expected to attend school , PP children's attendance had risen from 93.45% in 2019.20 to 96.31% in 2020.21. This has closed the gap significantly with the non pp children who are at 96.6%.

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 |
|--------------------|-----------------|
| Read Write INC | Ruth Miskin |
| X Tables Rockstars | TT Rockstars |
| Reading Plus | Reading Plus |
| NELI | Nuffield |

Further information (optional)

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