

St. Ann's RC Primary School - Pupil premium strategy statement

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 (2024-25) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Mrs M. Noctor
Pupil premium lead	Mrs M. Noctor/Mrs S. Whittaker
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£131,250

Part A: Pupil premium strategy plan

Statement of intent

As a Roman Catholic school we believe that every child is made in the image and likeness of God and that they are loved, cared for and respected by all members of the school community. We endeavour to educate every child in order for them to become responsible and successful citizens in the community; sharing our core values of Love, Respect and Service with all.

Our intention is that all pupils, irrespective of their background or the challenges they face, reach their full potential. We want them to value their education and foster a desire to learn and do well regardless of their background. We want to challenge our high attaining pupils as well as support those with additional needs so that each child can be the best that they can be.

We intend to work closely with all of our families and be able to support them through any challenges that they may face. Where families have social workers or liaison officers, we intend to engage with those agencies for the good of the family.

Through our processes of monitoring and assessments, we will work to identify individual needs without making assumptions. Thus supporting all children in the best way possible.

At St. Ann's, we aim to:

-improve the academic progress and attainment of disadvantaged pupils

-narrow the gap between disadvantaged pupils and non-disadvantaged pupils

-improve the attendance of disadvantaged pupils

-support the social and emotional and mental health of pupils in the school

Challenges

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

Challenge number	Detail of challenge
1	Parental support and engagement for PP children is lower than non-PP children.

	As a school we are continuously developing links with the families of all pupils. We endeavour to work with parents on how they can support their child at home.			
2	Attendance of PP children is lower than non-PP children (PP attendance: 88.8%, non PP attendance 94.8%)			
3	Narrow the gap between attainment of disadvantaged children and non-disadvantage children.			
	KS2 2023/24	Reading	Writing	Maths
	PP	67%	78%	67%
	Non PP	82%	86%	88%
4	Wellbeing Through staff discussions and analysis of data both academic and incident reports, it has been recognised that disadvantaged children are less likely to be physically and emotionally ready to learn.			

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
A close working relationship is established between home and school for all children, in particular those who are disadvantaged.	<ul style="list-style-type: none"> Pupil voice – disadvantaged children will report that they are supported both at home and at school. Disadvantaged children will have access to materials and resources necessary to aid their learning at home. Disadvantaged children will have access to trips and experiences organised by the school. Parent voice – All parents, including those of disadvantaged children, will feel well-informed about their child's learning and are able to take an active part in assisting their child.
Disadvantaged children will have good attendance at school.	<ul style="list-style-type: none"> Attendance figures will show disadvantaged children are inline with their peers and reaching the school target of 95%.
Disadvantaged children achieve equally well compared to non-disadvantaged children.	<ul style="list-style-type: none"> Attainment of disadvantaged children in Reading, Writing and Maths is in line with their peers. Progress of disadvantaged children in Reading, Writing and Maths is in line with their peers.

Disadvantaged children will be emotionally and physically ready to learn.	<ul style="list-style-type: none"> • Pupil voice – disadvantaged children will be happy in school and report that they enjoy learning. • Staff voice – report that children arrive in school ready to learn as their primary needs have been met. • Behaviour log – fewer incidents of children becoming dysregulated.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 41,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School wide subscription to National College</i>	Through research, we recognise the need for teachers to be fully equipped with the knowledge and skills needed to deliver a high quality curriculum. This will have a positive impact on all children. <i>“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF High Quality teaching</i>	1, 2, 3, 4
<i>ELSA training</i>		3, 4
<i>Additional CPD identified throughout the year as being required.</i>		1, 2,3, 4
<i>Additional SENDCO time (1day)</i>	In order to support all children, especially those displaying SEND needs, more time is needed for a SENDCO to develop the provision currently on offer at our school. Our SENDCO will develop the idea of an inclusive classroom environment and support teachers in developing their teaching strategies. <i>“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free</i>	1, 2, 3, 4

	<i>school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.” (EEF SEN in mainstream schools)</i>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Maths interventions KS1	Dedicating TA time to deliver targeted interventions will have a positive impact on all learners including those who are disadvantaged. “Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact..” (EEF Teaching Assistant Interventions) We want to ensure that our TA’s are fully trained in delivering the interventions. “Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.” (EEF Teaching Assistant Interventions)	3, 4
<i>TA Reading interventions whole school</i>		3, 4
<i>ELSA support assistant</i>		3, 4

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

Budgeted cost: £ 40,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Canine Therapy</i>	Children who have been identified as needing support with social, emotional and mental health challenges can get the support through canine therapy sessions. The qualitative findings suggested that the presence of therapy dogs enhanced students, emotional regulation and	2, 3, 4

	<p><i>social interactions (Journal of Research in Childhood Education)</i></p> <p><i>Therapy dogs can improve the social and emotional wellbeing of children and adolescents (Educational and Development Psychologist)</i></p>	
<i>Longford Park Outreach</i>	<p>Staff will gain the support and guidance to meet the needs of those children displaying challenging behaviour.</p> <p><i>“Provision included tailored programmes for individual pupils and where appropriate extending to whole-school strategies to promote positive behaviour management and championing of inclusive practice. Beyond outreach within schools, the setting catered for around 30 children and was highly regarded by the LA: leaders of the provision refer to the success they had achieved in lowering primary school exclusion rates, and attributed this to effective outreach work” (Alternative Provision: exploring the effectiveness of outreach services)</i></p>	2, 3, 4
<i>IT technician support</i>	<p>Digital inclusion helps to ensure that all pupils have access to the digital tools they need to learn and thrive.</p> <p><i>“Digital inclusion is about making the benefits and opportunities of the internet and digital technology available to everyone. Addressing the digital divide is one of the many great social – and health equity – challenges.” (Manchester’s digital inclusion action plan)</i></p>	3, 4
<i>Additional Educational psychology support</i>	<p>Educational psychologist will support children through identify needs and offering advice and guidance to parents and school staff so that the best support can be put in place.</p> <p><i>“Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals” (SEN in Mainstream schools)</i></p>	2, 3, 4
<i>Pastoral Support assistant to work with targeted families</i>	<p>It is important that families who find themselves in challenging situations are able to liaise with a trusted adult who has the skills and knowledge to support them. The pastoral support assistant is also able to monitor and assess families in order to reach out to those who may need support.</p> <p><i>An effective pastoral manager bridges that gap.... They are the person who is</i></p>	2, 3, 4

	<p><i>the link between school and home, supporting children and their families through difficult periods.</i></p> <p><i>Fundamentally, their role is to remove barriers for the most vulnerable children to enable them to access their education, without being disadvantaged in relation to their peers (Why pastoral roles are critical in schools, Teach First, Richardson, K 2021)</i></p>	
<p><i>Introduction of the Zones of Regulation.</i></p>	<p>It is important that children are able to regulate their emotion and to do so, they must be able to identify and articulate their emotion and the triggers associated with it.</p> <p><i>“Through my experience of teaching self-regulation strategies, reflecting on my teaching, observing my class, and conducting interviews with students it can be concluded that it is possible to teach these strategies to primary students. Self-regulation skills became valuable for students within my classroom.” (Self regulation in the primary classroom, Woodford, J)</i></p>	1, 2, 3, 4
<p><i>Parent workshops eg. Zones of regulation, Phonics, stay and learn sessions etc.</i></p>	<p>We want to continue to foster strong working relationship with home and school in order to benefit our learners.</p> <p><i>“Parental engagement has a positive impact on average of 4 months’ additional progress.” (EEF Parental Engagement)</i></p>	1

Total budgeted cost: £ 131, 250