

**St. Anne (Stanley) Primary School
Pupil Premium Report
October 2022- July 2023**



Planned Expenditure October 2022 – July 2023

Pupil Premium Statement 2022-2023

The Pupil Premium Grant is allocated to schools at the beginning of each financial year. The allocation is decided by a fixed amount per child, when the family is entitled to free school meals. Schools are free to spend their Pupil Premium grant as they see fit. However, they will be held accountable for how they have used the additional funding to support disadvantaged pupils.

Pupil Premium is additional to main school funding and is provided by the government to help schools address the current underlying inequalities between children eligible for free school meals and their peers and to ensure that the fund is used to tackle disadvantage by those who need it most. The aim of the funding is to target the attainment gap between pupils from deprived background and their more affluent peers. This gap persists through all stages of education, including entry into higher education.

The Department of Education will allocate the following amounts for 2022/23:

- £1,345 per pupil who have been recorded as entitled to free school meals at any time from reception to Year 6 (Ever 6 FSM0)
- £1,800 per pupil for Looked after children (LA) defined in the Children's Act 1989 as one who is in the care of, or provided with accommodation by a local authority (Pupil premium plus)
- £2,345 for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order
- Service Pupil Premium - £310 for each eligible pupil (if one of the child's parents is serving in the regular armed forces or they have been registered as a 'service child' in the school census at any point since 2011)

Research shows that:

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age 7.
- The gap widens further during secondary education and persists into higher education.
- The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs including English and mathematics is less than one third of those children not eligible for free school meals.
- A pupil from a non-deprived background is more than twice as likely to study at university, than their deprived peer.

The aim of the pupil premium is to enable our school to target pupil attainment and ensure that disadvantaged children achieve their maximum potential. The funding is spent on a range of strategies to ensure that all barriers to academic attainment are diminished so that we can fully prepare our children for their next stage of education and beyond.

Detail	Data
School name	St. Anne's (Stanley) C of E primary school
Number of pupils in school	349 & 26 Nursery pupils
Proportion (%) of pupil premium eligible pupils	35% & 23% EYFS
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2022 to September 2024 - July 2025
Date this statement was published	October, 2022
Date on which it will be reviewed	February and July 2023
Statement authorised by	Chair of Governors Rev. E. Williams/Mrs. J. Simons Headteacher
Pupil premium lead	Julie Simons - Headteacher
Governor / Trustee lead	Rev. Emma William/S. Stott
Funding overview Detail	Amount
Pupil premium funding allocation this academic year	£163,430.00
Early Years Pupil Premium	£ 2,070.00
Service Premium	£ 630.00
Post-LAC Premium Funding	£ 7,035.00
LAC Funding (with LA)	£ 7,200.00
Total Pupil Premium allocation	<u>£180,365.00</u>
Covid Recovery premium funding allocation this academic year	£ 17,545.00
School Led Tutoring Grant of £13,770.00 funding allocation for this academic year	£ 20,642.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£218,552.00

Statement of intent

All members of the SLT, governors, teaching and support staff are motivated by our aim to provide disadvantaged pupils outstanding support that will enable them to have the very best start in life, one that aims to give our pupils lifelong learning and cultural experiences that will create highly motivated pupils who will strive to reach their full potential, regardless of background or context. Our school is situated in one of the most deprived areas of the country but we have high expectations of our pupils and are committed to 'closing the gap' between disadvantaged pupils and their peers. We want our children to be confident learners, have high aspirations and a love of learning that goes beyond their next stage of learning to become a life long journey.

Our intention is that all pupils, irrespective of their background or the challenges they face, make very good progress and achieve their fullest potential across all areas of the curriculum. We recognise the important need to support positive wellbeing amongst our pupils, especially with the impact of the Covid-19 pandemic. Providing the support needed for our vulnerable pupils, including those who have social worker involvement is a priority.

High quality teacher and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the gap and at the same time will benefit the non-disadvantage attainment pupils in school. Our intention is that the outcomes detailed below will considerably raise the attainment of our disadvantaged pupils to narrow the gap between their peers but also ensure that our non-disadvantaged pupils will continue to sustain good and improved progress.

Language acquisition and Reading are given the highest priority across the school – this year the school have been successful with taking part in both the NELI program and Read, Write Inc. program – to support with speech and language, early reading (including phonics) and reading as a priority across the school. It is also our aim to develop children's vocabulary skills to reduce the word gap that has been recognised between disadvantaged pupils and their peers.

We continue to value the important contribution that access to a wider range of cultural and enrichment experiences provide for our pupils helping to foster a love of life-long learning and enjoyment. The importance of Music and Physical Education has proven to be extremely beneficial to both the - wellbeing of our pupils and to engagement within extra-curricular interests and activities. We continue to employ a full time music specialist and a full time P.E. specialist to provide high quality learning and experiences within these areas. In addition, we recognise the importance of the continuing advancement within computing and the importance of ensuring that children and families recognise how to keep their children safe with the use of technology. To support with this we employ computing specialists to provide up-to date training for both pupils and staff.

Our strategy will also include wider school plans for education recovery, notably in its targeted support through whole school reading initiatives and through a school led tutoring programme for pupils whose education has been worst affected – including non-disadvantaged pupils.

Our approach will be tailored to whole school challenges but also individual needs, rooted in robust assessments. The whole school are committed to eliminate disadvantage and will work together to ensure that our children achieve their fullest potential. To ensure that our approach is achievable we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to identify areas of need to ensure that support is in place

Our Pupil Premium Principles:

Whole school ethos of attainment for all

- There is a belief that all disadvantaged pupils are capable of overcoming barriers to learning and can succeed.
- A whole school culture of high expectations for all children.
- Leaders, teachers and all staff understand their role within the school strategy.

High Quality Teaching for all

- The school places strong emphasis on ensuring that disadvantaged children make at least good or accelerated progress as a result of high quality teaching.
- High quality CPD is a priority and is tailored to the needs of the school and individual staff.
- High quality CPD is in place to deliver interventions that are additional to the entitlement of high quality teaching, class teachers retain the accountability for pupil achievement.

Meeting Individual Learning Needs

- There is a strong understanding of the barriers to learning and how these barriers present in school
- Consideration is given to specific barriers and how these can be overcome – support is provided to ensure that all needs are met to enable children to succeed.

- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up with increasing numbers of pupils able to meet age related expectations.
- In addition to a whole school approach to mental health and wellbeing, Pastoral support is provided by an experienced member of staff and through outside agencies to ensure that individual needs are met.

Addressing Attendance

- Attendance is rigorously monitored and strategies are implemented to improve attendance and/or lateness to maximise opportunities for learning in school.
- The school works closely with the Education Welfare Officer to support families with improvement in attendance.

Data Focus

- The progress of disadvantaged children is discussed at all pupil progress meetings and at key assessment points throughout the year. Actions are identified, implemented, monitored and reviewed regularly.
- Accelerated progress must lead to high attainment within an academic year.

Clear, responsive leadership

Leaders, governors and senior leaders review the effectiveness of strategies based on internal analysis, research and best practice

- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.

Deploying staff Effectively

- Staff are deployed flexibly in response to the changing need of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Challenges

Challenge number	Detail of challenge
1	Speech & Language Acquisition. Assessments, observations and discussions with pupils indicate under-developed oral language skills on entry to Foundation Stage.
2	Bridging the Vocabulary gap. Observations and discussions with pupils reflect vocabulary gaps among many disadvantaged pupils. These are evident from reception to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
3	Achievement in Phonics, Reading (including Early Reading) Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Assessments in school have indicated that gaps between disadvantaged pupils and their peers in reading has increased as a result of school closures.
4	Gaps in Attainment. Our assessments and observations indicate that many of our disadvantaged pupils have been impacted by school closure to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps and lower attainment levels amongst many of our disadvantaged pupils in core subjects.
5	Wellbeing: Personal, Social and Emotional Needs. Personal, social and emotional needs that impact on learning (including delayed development and ACEs factors). The impact of lockdown has increased the extra need for wider support. Through pupil progress/wellbeing meetings with staff, referrals to SENDCO and discussions with pupils and families we recognise the need for increased support across the school.
6	Cultural and Enrichment Experiences. Analysis of pupil discussions reflects the lack of enrichment opportunities for a number of pupils – especially amongst disadvantaged pupils. The lack of enrichment especially as a result of school closure has impacted on both cultural experiences and on wellbeing.
7	Attendance: Our attendance data over the last 3 years indicates that attendance among disadvantages pupils has been lower than that of their peers. Absenteeism is negatively impacting on disadvantaged pupils' progress.

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
Significantly improved oral language skills with EYFS.	Assessments (Neli, WellComm) and observations reflect improved oral language amongst disadvantaged pupils. End of EYFS – expectation that 80% of children are at the expected standard for speech and language skills (on entry figures were 32.5%). Improved vocabulary skills are evident within lessons, book monitoring and ongoing formative assessments within Key stage 1 and 2.
Significantly improved use of both academic and subject specific vocabulary across the school.	Observations, pupil discussions and book monitoring reflect increased use and knowledge of vocabulary – both academic and subject specific.
Improved phonics and reading attainment among disadvantaged pupils.	Attainment in Phonics at key stage 1 continues to rise – especially amongst disadvantaged pupils. Standards in phonics (including disadvantaged children) are at least in line with National Standards. Reading outcomes at Key stage 2 for disadvantaged pupils continues to rise so that by 2024/25 at least 80% of disadvantaged pupils meet the expected standard in reading.
Provide outstanding teaching for all pupils in school – to ensure high standards and expectations of closing the gaps in attainment. Significantly Improved attainment in core subjects – Reading, Writing and Mathematics.	Internal and external assessments (where available) indicate that attainment in core subjects show that by 2024/25 the gap in attainment between disadvantaged children and other pupils by the end of Key stage 2 has closed significantly in reading, writing and mathematics. The attainment of disadvantaged pupils is at least in line with national averages for all children
To achieve and sustain improved wellbeing for all pupils in our school, particularly amongst our disadvantaged pupils.	Sustained levels of wellbeing evident from 2022-2025 and beyond are demonstrated by: <ul style="list-style-type: none"> • Pupil voice, pupil and parent surveys, teacher observations • Reduction in need for outside referral support

	<ul style="list-style-type: none"> • A significant increase in participation within extra-curricular activities • Reduction in bullying/friendship issues.
<p>Improved access to cultural and enrichment experiences for all. Learners gain experiences to enhance and develop their learning. These experiences also support language development, positive mind sets, improved learning skills and high aspirations.</p>	<p>All Children have access to a wide range of cultural experiences including visits to art galleries, sporting events etc.</p> <p>Participation in after school clubs increases especially amongst disadvantaged pupils.</p> <p>Children have high self-esteem, high aspirations and a belief that they have a wide range of opportunities available to them.</p> <p>Children have opportunities to develop new talents to pursue for the future.</p> <p>Access to children’s university.</p>
<p>To achieve high rates of attendance and punctuality – especially amongst our disadvantaged pupils.</p>	<p>Sustained improvement in attendance is built on each year from 2021/2022 – 2024/25.</p> <p>The aim is for at least 97% attendance for all pupils and for the gap between disadvantaged pupils and their peers to be reduced significantly.</p> <p>We strive to reduce the percentage of all pupils who are persistently absent to below 8% in 2022/2023. Reducing further year on year – with the figure amongst disadvantaged pupils no higher than 4% between their peers.</p>

Our priority for funding this academic year and for the next two years is to:

- 1) Provide targeted support to significantly improve oral speech and language acquisition in EYFS.
- 2) Embed high quality teaching to ensure that children’s knowledge of new vocabulary is significantly increased each year.
- 3) Provide high quality learning that will enable children to catch up from missed learning and to significantly close the gap in attainment within phonics, reading, mathematics and writing between children entitled to pupil premium and their peers.
- 4) High quality CPD that is tailored to the needs of school and individuals.
- 5) Provide support for positive health and wellbeing (including the use of external agencies)
- 6) Ensure that children have access to a wide range of both educational and cultural experiences (including the funding of specialist staff – within Music/PE/ICT/MFL -French)
- 7) Work with agencies to support with reducing the rates of persistent absenteeism.

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 : High Quality CPD, Purchase of Resources, Budgeted cost: **£73,500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Include use of Bell Curves to identify individual children who may be falling behind.</p> <p>Continuing use of White Rose Assessment material for end of units in Mathematics.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3,4
<p>Embedding speech and language activities within E.Y.F.S.</p> <p>Training for staff new to year group for delivery of WellComm and Neli Speech and Language programmes.</p> <p>Introduce Neli within Nursery.</p>	<p>Evidence from the Education Endowment Foundation Early Years Toolkit found that communication and language approaches have a high impact for low cost. It stresses the importance of spoken language and verbal interaction with the children.</p> <p>The Sutton Trust found that ‘The effects of high quality teaching are especially significant for pupils from a disadvantaged background; over a year these pupils gain 1.5 years’ worth of learning with very effective teaching.</p>	1,2,3,4
<p>Embedding vocabulary activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>As a school we have developed an approach towards the teaching of new academic and subject specific vocabulary.</p> <p>Phase 2 of Opening Worlds Humanities introduced and HEP Science for years 3-5 which supports pupils</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Research – Closing the Vocabulary Gap – Alex Quigley</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4

<p>to build on secure knowledge and vocabulary over time. Resources to be purchased to support the curriculum.</p> <p>Embed teaching of vocabulary strategies across the curriculum.</p>		
<p>Purchase of further resources for our DfE validated Systematic Synthetic Phonics programme - to secure stronger phonics teaching for all pupils.</p> <p>The school has engaged with further support from RWI consultant – to focus on children at risk of delay.</p> <p>Release time for Phonics Lead to undertake diagnostic assessments and staff training. Release time for staff to access relevant training.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4</p>
<p>Continually improve classroom pedagogy through high quality training that is selected to offer a combination of pedagogical and subject knowledge.</p> <p>2022-2023 Focus on Mathematics.</p> <p>Release time for teachers and teaching assistants to participate in focused training –especially within mathematics.</p> <p>Release time for subject leaders to ensure that they have up-to-date knowledge and research of their subjects.</p>	<p>High quality teaching can significantly impact on raised achievement of all pupils – reflected in findings by the EEF and the Teacher Development Trust research review on professional development.</p> <p>Sutton Trust 2011 and Social Mobility Commission 2014 found that good teachers are especially important for disadvantaged children. (supporting the attainment of disadvantaged pupils – Briefing for School Leaders 2015)</p> <p>Senior Leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil succeed. They hold themselves and every member accountable for pupil progress. (Supporting the attainment of disadvantaged pupils – Briefing for school leaders, 2015)</p>	<p>1,2,3,4</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access North West Maths Hub resources and CPD (including Teaching for Mastery training). (Year 2 of training)</p> <p>We have funded Maths Lead and a teacher in Key stage 1 to work with a network of schools to help raise standards in mathematics. (Year 2 of training)</p> <p>Whole school CPD in mathematics</p> <ul style="list-style-type: none"> • Adaptive teaching • Use of Manipulatives • Supporting retrieval skills • High Level questioning 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Release time for staff CPD to support with mental health and wellbeing.</p> <p>Funding through DFE for Mental Health Lead Practitioner – due to be completed this academic year. (2022/3)</p> <p>Release time for Mental Health and Wellbeing Teams to evaluate and monitor approaches.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4,5</p>

<p>Introduce new program 'Worry Wizards' to support with children's mental health and wellbeing.</p> <p>Detsy Training for individual staff to support with Social and Emotional needs of pupils.</p> <p>Purchase and provide support through YPAS (Seedlings).</p> <p>Employ services of Family Support worker.</p>		
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Targeted academic support (purchase of intervention resources – including programmes for monitoring of intervention, in school support through targeted interventions, tutoring of small group and one-to-one support.

Budgeted cost: **£80,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a further resources – including extra resources for Neli and Wellcom programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Renewal of Lexia, Reading Plus licenses to support with raising standards in reading – including comprehension, reading speed and accuracy.	Evidence within school data previously has reflected significant gains in reading standards when using these tailored interventions.	3,4

Purchase of Doodle Maths - intervention program to support with raising standards in mathematics.	Analysis of impact of on-line intervention programs is very positive – the school is keen to pursue strategies to enable significant gains in mathematics.	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3,4
Provide opportunities for children working below standards to receive one to one/small group tutoring outside of the school day. A significant proportion of the pupils who receive tutoring will be disadvantaged. Provide additional teacher to support with small group/one to one tuition within the school day.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4

Wider strategies - Enrichment experiences, (including specialist teaching and after school experiences), social and emotional support and improvement in attendance.

Budgeted cost: **£65,052.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to offer Improvements in pupils' enjoyment of wider life experiences they might not otherwise be involved in, through visits, enrichment activities and a wide range of after school activities.	Many disadvantaged families cannot afford to engage with wider opportunities/clubs outside of school. Pupils gain confidence, develop a positive mind set and improved learning skills, with higher aspirations	4,5,6,7

<p>Pupils will gain confidence, develop a positive mind set and improved learning skills, with higher aspirations.</p> <p>We employ part time Computing, French specialists and full time Music and PE specialists to support with emotional wellbeing, confidence, improved learning skills and positive aspirations. Maintain school minibus to enable children to access learning outside of the classroom.</p> <p>Pursue opportunities for Children’s University for children entitled to pupil premium to encourage high aspirations and build confidence.</p>	<p>Evidence from EEF – pupils make two additional progress per year through extended school time.</p> <p>Previous pupil surveys reflected that 100% of children enjoyed memorable events and 80% of disadvantaged children participated in at least one after school clubs</p> <p>We have employed a full time Music specialist and a full time P.E. specialist to ensure children are provided with high quality experiences within these subjects. Pupil voice, observations and monitoring has reflected increased confidence and enjoyment in these areas during the past years.</p> <p>Children taking part in Children’s university feel that learning can be fun, aspirational and life-long. They have enjoyed a range of new learning experiences and are motivated to keep learning in different ways.</p> <p>childrensuniversity.co.uk</p>	
<p>Social and emotional needs are met in school through high quality intervention, classroom practices and additional specialist support. Training for both pupils and staff will support the whole school community to enable positive mental well- being.</p> <p>Ensuring that all children have a mid-morning snack to alleviate hunger will be in place this academic year and beyond.</p> <p>High quality support through in school pastoral care and interventions (with bought in support through outside agencies – e.g. seedlings, play therapists, ADHD Foundation, Ossme, Emtas etc.</p>	<p>Children and adults living in the lowest 20% income bracket in U.K. are two to three times more likely to development mental problems than those in the highest.</p> <p>Analysis of data from the Millennium Cohort study in 2012 found children in the lowest income quintile to be 4.5 times more likely to experience serve health problems than those of higher income families.</p>	4,5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4,5,7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £218,552.00

The Covid Recovery Grant and school Led tutoring monies are used to employ teaching staff to provide support with our school led tutoring – this is identified in the above plan.

B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022 academic year.

Our internal assessments during 2021/2 reflect that the performance of disadvantaged pupils has shown very good improvement in reading and the gap in attainment between disadvantaged children and their peers has closed significantly. In writing and mathematics the gaps are closing with pupil premium children in year 5 exceeding that of their peers.

Intended outcomes:

- **Improved oral skills within EYFS**

	Average on Entry	Average End	Average Increase
Pupil Premium	81	93	12

Pupil Premium children made good progress within this program (including one child with SEND) children had moved from clear concern to slight concern and all others from slight concerns to no concern. A good level of development in Communication and Language was achieved by 78% of all pupils, with 81.8% of pupils entitled to pupil premium achieving this. This program was very effective therefore we will continue to use this next year to support with improving children's oral skills. We intend to introduce this program in Nursery during 2022-2023.

- **Improved use of both academic and subject specific vocabulary across the school**

Monitoring has reflected children's increased knowledge of both academic and subject specific vocabulary across the school. The introduction of Opening Worlds cur has fully supported this with the Humanities curriculum. Phase 2 of Opening Worlds will be introduced in September 2022 alongside HEP Science for years 3-5 – this will support the teaching and learning of vocabulary.

- **Improved Phonics and reading attainment among disadvantaged pupils**

Pupils achieving expected standard in phonics amongst disadvantaged children in Year 1 increased from 33% to 37.5%

65.7% of all children had achieved expected standard in Phonics by the end of year 1. Further support will be put in place to ensure at least 90% of children have achieved the expected in phonics by the end of Year 2.

Pupils achieving expected standard in phonics amongst disadvantaged children in Year 2 was 93.7% with 95.9% of all children meeting the expected standard.

The school has committed to support from a RWI consultant for the 2022-2023 academic year, purchased further decodable books and will be introducing Fresh Start as an intervention for children in Key Stage 2. Parent workshops will also be provided for parents of children in EYFS and Key Stage 1.

To support early reading the school has been successful in gaining access for staff training to help introduce further strategies to support early reading within E.Y.F.S.

- Provide outstanding teaching for all pupils to ensure high standards and expectations of closing gaps in attainment. Significantly improved attainment in core subjects.

Internal data indicates that the gap in attainment between disadvantaged pupils and their peers is closing in the core subjects – most noticeably within reading. CPD during 2021-2022 focused on the teaching and learning of reading and vocabulary – this is the area we have identified the most impact on attainment.

Key stage 1 Data

School achievement in Reading 70.6% - above national data of 2019 (pre Covid 19 pandemic)

Standards at the end of Key stage 1 were above national figures in Reading, Writing and Mathematics.

Key Stage 2 Data

Standards in Reading 78.6% - above national date of 74%

Standards were broadly in line for grammar and writing but below in mathematics. Internal data for Years 2-5 indicate that at least 70% of children are working at expected standards.

Internal data for reading across the school reflect that standards are highest in reading.

Reading Plus Report 2021 -2022

Pupil Premium

Year 3

33 children, 10 of which are Pupil Premium (30.3%)

	Average Level Gained NB a level is equivalent to 1 year's progress	Highest Individual Level	Children achieving the equivalent of 2 years or above progress
Pupil Premium	1.36 years	4 years	3 (30%)

	Average Initial Reading Speed	Average End Reading Speed	Average increased reading speed	Highest Individual Increase	Children achieving target speed or above (145 wpm for Y3)	
					From initial baseline	July 2022
Pupil Premium	111 wpm	135 wpm	28 wpm	91 wpm	3 (30%)	4 (40%)

Pupil Premium – on average children made over a third the amount of expected progress. Some children made up to 4 times the amount of expected progress. 30% of children achieved at least double the amount of expected progress.

The average increased reading speed was 28 wpm with some children increasing their speed by up to 91 wpm. The percentage of children reaching the targeted speed was 40% from a 30% baseline. (Increased by 10%)

Year 4

48 children, 21 of which are Pupil Premium (43.8%)

	Average Level Gained NB a level is equivalent to 1 year's progress	Highest Individual Level	Children achieving the equivalent of 2 years or above progress
Pupil Premium	2.07 years	5.1 years	11 (52.3%)

	Average Initial Reading Speed	Average End Reading Speed	Average increased reading speed	Highest Individual Increase	Children achieving target speed or above (160 wpm for Y4)	
					From initial baseline	July 2022
Pupil Premium	109 wpm	151 wpm	37 wpm	198 wpm	1 (4.7%)	7 (33.3%)

Pupil Premium – on average children made over double the amount of expected progress. Some children made up to 5 times the amount of expected progress. 52% of children achieved at least double the amount of expected progress.

The average increased reading speed was 37 wpm with some children increasing their speed by up to 198 wpm. The percentage of children reaching the targeted word speed was 33% from a 4.7% baseline. (Increased by 28.6%)

Year 5

56 children, of which 12 are Pupil Premium (21.4%)

	Average Level Gained NB a level is equivalent to 1 year's progress	Highest Individual Level	Children achieving the equivalent of 2 years or above progress
Pupil Premium	3.91 years	5 years	12 (100%)

	Average Initial Reading Speed	Average End Reading Speed	Average increased reading speed	Highest Individual Increase	Children achieving target speed or above (175 wpm for Y5)	
					From initial baseline	July 2022
Pupil Premium	140 wpm	220 wpm	81 wpm	196 wpm	2 (16.6%)	11 (91.6%)

Pupil Premium – on average children made almost 4 times the amount of expected progress. Some children made up to 5 times the amount of expected progress. 100% of children achieved at least double the amount of expected progress.

The average increased reading speed was 81 wpm with some children increasing their speed by up to 196 wpm. The percentage of children reaching targeted word speed was 92% from a 16.6% baseline. (Increased by 75%)

Year 6

	Average Level Gained NB a level is equivalent to 1 year's progress	Highest Individual Level	Children achieving the equivalent of 2 years or above progress
Pupil Premium	2.9 years	4.6 years	14 (66%)

	Average Initial Reading Speed	Average End Reading Speed	Average increased reading speed	Highest Individual Increase	Children achieving target speed or above (185 wpm for Y6)	
					From initial baseline	July 2022
Pupil Premium	133 wpm	200 wpm	67 wpm	333 wpm	0	13 (62%)

Pupil Premium – on average children made almost 3 times the amount of expected progress. Some children made more than 4.5 times the amount of expected progress. 66% of children achieved at least double the amount of expected progress.

The average increased reading speed was 67 wpm with some children increasing their speed by up to 333 wpm. The percentage of children reaching targeted word speed was 62% from 0% baseline. (Increased by 62%)

CPD during 2022-2023 will focus primarily on the teaching and learning of mathematics in all year groups. We will aim to purchase an intervention for mathematics programme similar to that of our reading intervention programmes (Reading Plus/Lexia) which has had a significant impact on children's reading.

- **To achieve and sustain improved wellbeing for all pupils in our school, particularly amongst our disadvantaged pupils**

The school is recognised for its dedication to ensuring that pupils are happy and confident learners. Positive well-being is at the forefront of all that we do. To achieve this we have pastoral support across the school with members of staff employed to provide recognised support programmes for pupils. In addition to this we purchase service level agreements with a wide range of agencies that support with further complex needs. In school we use the ROAR approach to help pupils develop strategies to become resilient, staff are well trained in this – during 2022-2023 we will provide training for parents.

During 2022-2023 the school will ensure that further members of staff are trained to deliver recognised interventions to support pupils' mental health and wellbeing. We will also employ the services of a Family Support worker to help individual families who are experiencing difficulties.

- **Improved access to cultural enrichment experiences for all.**

Money is allocated to all year groups to ensure that children have access to a wide range of cultural experiences. During the academic year 2021-2022 every year group either visited a gallery with a focus linked to their learning in art or had a visiting artist provide workshops in school. Subject leaders have carefully planned for links to a wide range of experiences available within our area and beyond that not only provide curriculum enrichment but increase children's cultural awareness. Pupil voice has reflected children's increased interest, knowledge and enjoyment from these experiences.

The wide range of clubs on offer after school have meant that children have access to more than one club in each school year. Attendance in our clubs is high. Pupil voice reflects the enjoyment in the wide range of opportunities available to them – many developing talents that they wish to continue with for the future.

During 2022-2023 – the number of clubs will increase with a wider variety of opportunities on offer. The school has registered interest with Children's university.

- **To achieve high rates of attendance and punctuality – especially amongst our disadvantaged pupils**

The percentage of absence during at the end of 2022 was 95.7% this had reduced to 93.3% by the end of the spring term due to a significant number of families having holidays during term time. By the end of the summer term this figure had increased slightly to 93.9 %. The school continues to have a whole school focus to ensure that overall school attendance improves – especially amongst pupils with persistent absences. The school has put a number of incentives in place to address attendance issues which we want to continue with and build upon during this academic year. This academic year we have bought in the services of a Family support worker to help support families to achieve higher school attendance for their children. High attendance can significantly support high attainment, we firmly believe it is important to promote good attendance for our pupils to enable them to achieve their academic potential which is why attendance is a focus of our current plan.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. We have adopted the ROAR approach with staff trained to support this in school.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also intend to commission a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Attainment E.Y.F.S. July 2019 (no data available for July 2020 & July 2021 due to COVID 19 implications)

Good Level of Development	Whole School (54)	School 59.3 % (32 pupils)	National 71.7%
		Pupils eligible for PP - 10 pupils Achieved a good level of development 50% (5)	Non PP school - 44 pupils Achieved a good level of development 61.4% (27)

Attainment Key Stage 1 July 2019 no external validated data available for July 2020 & July 2021 due to COVID 19 implications)

	Whole School 59 pupils	Pupils eligible for PP in school - 11 pupils	Non PP school - 48 pupils national average All pupils
% achieving expected standard in reading, writing and maths	71.2% (42)	36.4% (4 pupils)	79.16% (38 pupils)
% achieving expected standard in reading	81.4% (48)	45.45% (5 pupils)	89.58% (43 pupils)
% achieving expected standard in writing	76.3% (45)	54.54% (6 pupils)	81.25% (39 pupils)
% achieving expected standard in maths	83.1% (49)	54.54% (6 pupils)	89.58% (43 pupils)

Attainment Key Stage 2 July 2019(no data available for July 2020 & July 2021 due to COVID 19 implications)

	Whole School 51 pupils	Pupils eligible for PP in school - 18 pupils	Non PP school - 33 pupils pupils
% achieving expected standard in reading, writing and maths	61% (36)	44.44% (8 pupils)	75.75% (25 pupils)

% achieving expected standard in reading	76.5% (45)	55.55% (10 pupils)	87.87% (29 pupils)
% achieving expected standard in writing	80.4% (48)	66.67% (12 pupils)	87.87% (29 pupils)
% achieving expected standard in maths	88.2% (45)	77.78% (14 pupils)	93.93% (31 pupils)
% achieving expected standard in GPS	76.5% (39)	61.11% (11 pupils)	84.84% (28 pupils)



St. Anne (Stanley) Primary & Nursery School
'Learning Together'



Context of School

St. Anne's is a happy, caring school which is often described as an 'oasis of calm'. We are proud of our achievements with end of key stage 2 results usually above national averages. Our school motto is 'Many hearts make a school' this accurately describes the ethos of the school as we all believe that we can make a difference to the lives of our children, equipping them with the life skills to become great citizens of the future and a love of learning that we believe, should be lifelong.

We have high aspirations and ambitions for our children and encourage them to follow their dreams and believe that they can achieve their goals. Christian values are at the heart of everything we do and they permeate the curriculum. The children themselves comment how they feel happy, safe and secure in our school and love their learning.

The Leadership team, governors and staff are passionate in their desire to improve the outcomes and opportunities for **ALL** of our children. We believe that it is our duty to ensure that our children achieve not only academically but become whole rounded citizens of the future.

We are proud of the strong links we have forged with our families (the school has served several generations) and governors who have contributed to the establishment of our values: honesty, family, friendship, confidence, understanding and hope.

Pupil Characteristics

The school is situated in an area of high social deprivation. Levels of SEND have increased and numbers of disadvantaged pupils are high when compared to national levels. Average attainment on entry to the school is low. Despite these challenges, pupil progress is at least good and often very good. The percentage of children working at age related expectations is at above national figures by the end of Key stage 2.

Staffing

Senior Leaders and governors believe that the recruitment of the right people, in all areas is vitally important. We believe that we are building the right balance of experience and expertise amongst our staff - all are dedicated to ensuring our children receive the best possible experiences in our school.

Accreditation

We are proud of achieving the following awards:-

Healthy School Award

Basic Skills Award

International Status Award

Inclusion Charter Mark

Eco Council Bronze Award

P.E. Gold Award

School of Sanctuary Award

Arts Mark – Gold award

Partnership Working

Building strong parental partnership is central to our ethos. We recognise that for many parents a negative experience of their own education may impact on their views of school. Therefore, we are striving to develop confidence in order that they feel able to approach the school and be a valuable part in their children's learning. We believe that working together is crucial for the benefit of our children. This year we will be hosting even more parental meetings and workshops which we intend to continually build upon.

Attendance

Attendance and punctuality have a significant impact on a child's learning. High attendance is closely linked to high attainment. We work continue to work very closely with the Education Welfare Officer, and our RAG rated and First Day Response System and attendance initiatives such as breakfast club, school pick up service continue to support our families.