



# St Anselm's Pupil Premium Strategy Statement 2021-24

## Academic Year 2023-24

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
School name	St Anselm's Catholic Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Laura White, Headteacher Mrs Daunna Kendall, CoG
Pupil premium lead	Mrs Laura White, Headteacher
Governor lead	Mrs Daunna Kendall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29100
Recovery premium funding allocation this academic year	£3005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use Pupil Premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of no-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and communication; and increasing numbers of pupils requiring social, emotional and mental health support. Our response will be responsive to both common challenges and our pupils' individual needs and rooted in robust diagnostic assessment.

Our expectation at St Anselm's is that all pupils, irrespective of background or the challenges they face,

- become strong readers. This will enable them to read to learn, to broaden their horizons and be interested in the local, national and international world around them;
- become effective communicators. This will enable them to articulate their needs, to express themselves clearly and confidently, verbally and non-verbally, so that they are able to participate, contribute and influence in all aspects and areas of their life.
- Engage in the life of the school and all it has to offer them now and in preparation for their future.

The approaches we have adopted complement each other and help pupils to excel. To ensure they are effective, we will:

Ensure disadvantaged pupils are challenged in the work they are set

Act early to intervene at the point need is identified

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show underdeveloped oral language, communication and vocabulary gaps for some disadvantaged pupils, from EYFS through school to KS2 <i>(Data)</i>
2	Internal and external assessments show that some disadvantaged pupils attain less well in the Y1 phonics check and reading assessments across the school, impacting on their development as readers and learners <i>(Data)</i>
3	Our assessments, discussions and observations have identified social and emotional/self confidence issues for some disadvantaged pupils  <i>Within our school, a growing number pupils are identified as needing additional support with emotional needs and are receiving small group interventions. Since the pandemic, parental requests and teacher referrals for support have increased.</i>
4	Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been impacted by partial school closures. These findings are supported by a number of national studies on partial school closures
5	Our analysis shows that most disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance and to engage in the life of the school.

## 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
Improved oral language for disadvantaged pupils	Teacher assessment of pupils' oral language demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers
Improved vocabulary for disadvantaged pupils	Standardised test scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.  Standardised scores should also be benchmarked against age-related expectations.
All disadvantaged pupils leave St Anselm's as strong readers	KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.

	<p>Pupils are assessed against the national standard using diagnostic reading assessments and inform next steps</p> <p>End of year assessments (including end of Key Stage outcomes) show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.</p>
Improved social, emotional, mental health and wellbeing for disadvantaged pupils	<p>Pupils are assessed pre and post intervention and inform next steps</p> <p>Whole school approach to feedback, reinforces growth mindset approach to learning and builds resilience</p> <p>Teacher assessment indicates improved reciprocal positive relationships and performance reflects our ambition to help build self-confidence in our disadvantaged pupils</p>
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils is at least 95% each term

## 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: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Embedding the importance of early language for all children in the Early Years	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	1
Word aware	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a>	1

Teaching of early reading	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a>	2
Whole school feedback and marking	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	3
Phonics	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics</a>	2

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

Budgeted cost: £16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech links	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Language links	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Learning by questions	<a href="https://edtechimpact.com/products/learning-by-questions">https://edtechimpact.com/products/learning-by-questions</a>	2
Small group tuition	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
Lexplore	<a href="https://www.lexplore.com/gb/cases/">https://www.lexplore.com/gb/cases/</a>	2
Drawing and talking	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	3
Talk about self awareness	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emo-tional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emo-tional_Learning.pdf</a>	3
Growth Mindset	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets</a>	3
Language for behaviour and emotions	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emo-tional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emo-tional_Learning.pdf</a>	3
Voice 21	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/pro-">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/pro-</a>	1

	<a href="https://www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice">https://www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice</a>	
Vocabulary Ninja	<a href="https://www.servicesforeducation.co.uk/blog/schools/why-vocabulary-acquisition-is-important/">https://www.servicesforeducation.co.uk/blog/schools/why-vocabulary-acquisition-is-important/</a>	1
National Tutoring programme contribution	<a href="https://www.gov.uk/government/publications/national-tutoring-programme-year-2-impact-evaluation">https://www.gov.uk/government/publications/national-tutoring-programme-year-2-impact-evaluation</a>	2
Phonics Shed	<a href="https://www.phonicsshed.com/en-us/about">https://www.phonicsshed.com/en-us/about</a>	2

## Wider strategies (for example, related to attendance, behaviour, wellbeing and engagement with school)

Budgeted cost: £ 4100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised breakfast club for pupils and families who need support with attendance and punctuality	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a>	4, 5
School visits and visitors fully funded; extra curricular activities subsidised	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	4, 5
Boxall profiling	<a href="https://www.nurtureuk.org/research-evidence/reports/">https://www.nurtureuk.org/research-evidence/reports/</a>	3
Contingency fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us that this is important to be able to be responsive	All

**Total budgeted cost: £ 29100**

## 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 2022 to 2023 academic year.

1. Improved oral language for disadvantaged pupils.

All Reception pupils were assessed using the Speech and Language Link assessment programme. These results informed interventions which were set up to address any gaps and monitor progress. 100% PP pupils vs 97% non PP pupils met the expected standard for speaking in EYFS.

2. Improved vocabulary for disadvantaged pupils

Vocabulary Ninja was implemented across the school. As a result, all pupils are using a wider vocabulary in their written work.

3. All disadvantaged pupils leave St Anselm's as strong readers

Accelerated Reader was implemented from Y2 – Y6. As a result more pupils are engaging in reading activity. Lexia was also used as a reading intervention programme. 5 pupils in Y6 were eligible for PP. 40% PP vs 88% non PP pupils met the expected standard for reading

4. Improved social, emotional, mental health and wellbeing for disadvantaged pupils

Pupils' SEMH was assessed at the start of the year using Boxall Profiling. Although progress has been made in this area, it remains a key priority for development moving into the next academic year. A growing number of pupils require SEMH support. Pupils will be assessed at the start of the next academic year to identify starting points and key areas of focus going forward.

5. Improved attendance for disadvantaged pupils

Attendance continues to be an area for development among our PP children. A range of incentives are employed to target these children individually, for example access to breakfast clubs. The PSA communicates regularly with parents and carers of PP pupils and meetings are held with parents. 93.6%PP pupils vs 95.9% non PP pupils.

### 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
Lexia Literacy Lexia	Lexia Literacy Lexia
Accelerated reader	Renaissance