

St Anselm's Pupil Premium Strategy Statement



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	210
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	July 2021, updated July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Laura White, Headteacher Mrs Daunna Kendall, CoG
Pupil premium lead	Mrs Laura White, Headteacher
Governor lead	Mrs Julie Southcott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,855
Recovery premium funding allocation this academic year	£5050
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.
- are given the emotional and social support they need to learn and succeed in school. A detailed analysis of their stage of learning, strengths and weaknesses, emotions and behaviours will be used to target precise support to meet their individual needs, remove barriers to learning and unlock potential.
- 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.
- Support all pupils with SEMH needs
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, working alongside well-informed, suitably skilled and highly-engaged parents and carers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show underdeveloped oral language, communication and vocabulary gaps for a large number of pupils, some who are disadvantaged, from EYFS through school to KS2</p> <p><i>EYFS data: 37% emerging within the Listening, attention, understanding ELG; 30% emerging within the speaking ELG</i></p>
2	<p>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</p> <p><i>33% of disadvantaged children (3 children in group) cf 87% non-disadvantaged</i></p>
3	<p>Our assessments, discussions and observations have identified social and emotional/self confidence issues for a large number of pupils, some who are disadvantaged pupils</p> <p><i>The Boxall profiling has identified 40 children across the school who scored low in the first 5 developmental strands. Class teachers will be delivering universal support to address this. Of these 40 children, 16 were identified as having significant developmental strand deficiencies.</i></p>
4	<p>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</p> <p>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.</p> <p><i>At present, our in-school attendance gap for disadvantaged pupils is 2.6% (95.5% for non PP cf 92.9% for disadvantaged)</i></p>
5	<p>Our work with parents and carers has been affected by partial school closures. Greater parental involvement - developing parental skills, general approaches to involve parents in learning activities and more intensive support for some families - will help to rebuild levels of parental engagement to pre-pandemic levels.</p>

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	<p>Standardised test scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.</p> <p>Standardised scores should also be benchmarked against age-related expectations.</p>
All disadvantaged pupils leave St Anselm's as strong readers	<p>KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.</p> <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>Boxall profile data evidences decrease in number of pupils with developmental strand deficiencies.</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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Embedding the importance of early language for all children in the Early Years	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1
Vocabulary development	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/	1
Teaching of reading	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf	2
Whole school feedback and marking	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3
Nurture UK and Boxall profile	https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	3

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech links	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Language links	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Learning by questions	https://edtechimpact.com/products/learning-by-questions	2
Small group tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
NTP	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme	2

Lexia	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	2
Accelerated Reader	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2
Reading Comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Drawing and talking	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3
Talk about self awareness	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3
Growth Mindset	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets	3
Language for behaviour and emotions	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3
Boxall profiling interventions	https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	3

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

Budgeted cost: £ 7905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised breakfast club for pupils and families who need support with attendance and punctuality	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	4, 5
School visits and visitors fully funded; extra curricular activities subsidised	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	4, 5
Parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
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: £ 36,905

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 2021 to 2022 academic year.

A number of our planned strategies were not as effective due to high levels of COVID-19 absences of staff and pupils.

Challenge 1 Communication and language

EYFS data: 37% emerging within the Listening, attention, understanding ELG; 30% emerging within the speaking ELG

Challenge 2 Phonics and reading

87% of Y1 met the threshold in the phonics screening check of 33% disadvantaged (1/3 pupils).

End of Year Assessments for 21-22 demonstrated that disadvantaged pupil performance improved for some pupils in reading.

	All pupils	Disadvantaged cohort size	Disadvantaged
YR	77%		
Y1	68%	5	20%
Y2	83%	2	100%
Y3	73%	1	100%
Y4	57%	3	0%
Y5	66%	5	40%
Y6	87%	5	80%

Challenge 3 SEMH

The SENCO supported 10 children with SEMH interventions. One of these children received additional weekly MIND sessions. A further 10 children received a six week MIND intervention programme. A further 5 children received ad hoc support with family issues such as bereavement and family illness.

The Boxall profiling has identified 40 children across the school who scored low in the first 5 developmental strands. 16 have been identified as having significant developmental strand deficiencies. These children will receive targeted support.

Challenge 4 Attendance

Improving attendance for disadvantaged children has proved challenging due to high levels of COVID related absences across the school

Challenge 5 Parental Engagement

Improving parental engagement has proved challenging due to high levels of COVID related absences across the school community.

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
Accelerated Reader	Renaissance Learning
Lexia	Cambium Learning Group
Vocabulary Ninja	Vocabulary Ninja
Boxall Profile	Nurture Uk

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

In planning our new pupil premium strategy, we evaluated the effectiveness of activity in previous years.

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 educational disadvantage.

The pandemic has given us deeper insights into life for those from disadvantaged backgrounds.

In addition to pupil premium activity outlined above, we will be putting into place a robust evaluation framework for the duration of our three year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.