

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

Updated 22-23. Updated 23-24

School overview

Detail	Data
School name	St Ann's Catholic Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	S Eady
Pupil premium lead	S Eady
Governor / Trustee lead	I Gillespie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year	£2,320
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	£22,690

Part A: Pupil premium strategy plan

Statement of intent

St Ann's is the smallest primary school in Sheffield, situated in the north of city, a semirural location. St Ann's is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team, children and staff are at the heart of all we do.

We have mixed aged classes across the school, Rec/Y1, Y1/2, Y3/4 and Y5/6.

All pupils will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of background. No pupils learning will be capped due to challenges to learning they might have, such as vocabulary deficit and reading comprehension.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When 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 the Pupil Premium 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work 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 Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Offer peripatetic music lessons and swimming lessons to all pupil premium children.
- Trauma Informed training to support emotional mental health and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Attainment gap in children achieving greater depth particularly in writing
4	Attendance and Punctuality issues
5	Trauma Impact of Covid-19
6	Financial hardship for children eligible for pupil premium limits access to learning opportunities outside the classroom.
7	A significant number of pupil premium children in EYFS show a significant delay in overall child development which includes, physical, emotional, general regulation of behaviour and communication and language. This can impact through later years in 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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in writing	Achieve national average for greater depth writing
Improved attendance and punctuality	Ensure attendance of disadvantaged pupils is above 96%
Early targeted support for emotional mental health and well-being	All staff trained and understand the importance of trauma informed schools.
Pupils who have additional needs, who have gaps in learning or are at risk of falling behind are supported through effective interventions to help them keep up / catch up.	Pupils will be involved in high quality 1:1 or small group interventions which will focus on addressing gaps in learning. Children make rapid progress in acquiring basic skills and will be able to apply these in daily learning. Responsive / same day intervention ensures more pupils, including the disadvantaged, keep up rather than catch up.

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. **Updated 22-23. Updated 23-24**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Write Stuff Resources and CPD (£650 previous year)	EEF guide to pupil premium - tiered approach - teaching is the top priority, including CPD.	2,3
The Spelling Book Resources and CPD (£650 previous year)	The impact of remote learning and school closures during the Covid-19 pandemic has had a negative impact on the pupils writing, spelling and handwriting.	
Martin Harvey Handwriting CPD and resources: (£600 previous year)	22-23: Renew Jane Considine Subscription. New ECT access training New ECT access training	2,3
TAs 1:1 to support full time pupil with EHCPs/Complex needs (£16,443)	Complexities of the pupils needs results in a detailed personalised curriculum. The safety and wellbeing of the pupils and their peers is a priority.	2,5
Enrichment of the EYFS curriculum through high quality resources (£500)	Sutton Trust research finds pupils from disadvantaged households benefit from significantly more spending on extra curriculum activities. Mathematical story picture books of a more substantial nature, have the power to foster children's conceptual understanding of maths and to develop engagement and improve the spoken communication of mathematical thinking	7
To purchase additional library books and complete school reading spine (promoting reading for pleasure) plus Read Write Inc resources and CPD (£5000)	Ofsted evidence base – importance of Early Reading. Books to be selected by school matched to sounds taught and accessible with an additional element of free choice linked to pupil interest.	1,7
Total cost: £21,943 Proportion taken from PP funding £5000		

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

Budgeted cost: **£25,540**

Activity	Evidence that supports this approach	Challenge number(s) addressed
x2 KS2 TAs implementing 1:1 and small group tutoring: maths and English (50% of timetables £20,000)	Having analysed our KS2 cohorts in depth 1:1 and small group tutoring support has been identified to address the gaps in their learning across both English and maths. Structured interventions using; <ul style="list-style-type: none"> • Maths Mastery Ready to Progress Interventions, • Reading using Fresh Start and Read, Write Inc for phonics. 	2,3
Fusion SEND Support (£3200, £640 PP Funding)	CPD for all staff across SEND areas of development. i.e. Birmingham Toolkit Resources	
All teachers tutoring small groups weekly interventions. Whole class teaching covered by Spanish teacher. (£3900)	Teachers identify weekly gaps in learning and use pre-teach/catch up interventions to ensure deeper understanding.	2,3

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

Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Costs fully paid: Piano/trumpet/ukulele, swimming, after school clubs, curriculum trips, (£3,000)	Evidence in the past has shown the uptake for after school activities, music tuition is lowest for our Pupil Premium pupils. All pupils are entitled to these wider opportunities.	4

<p>Trauma informed schools CPD (£3000)</p>	<p>A lead practitioner to develop trauma informed strategies/CPD for supporting pupils mental health and wellbeing throughout the school.</p> <p>22-23 Assistant Headteacher Trauma Informed Schools UK Practitioner Lead Thrive Building Emotional Health Course: x2 TAs Positive Regard: Meeting the Millennial Need x4 staff</p>	<p>4</p>
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Total budgeted cost: £36,540

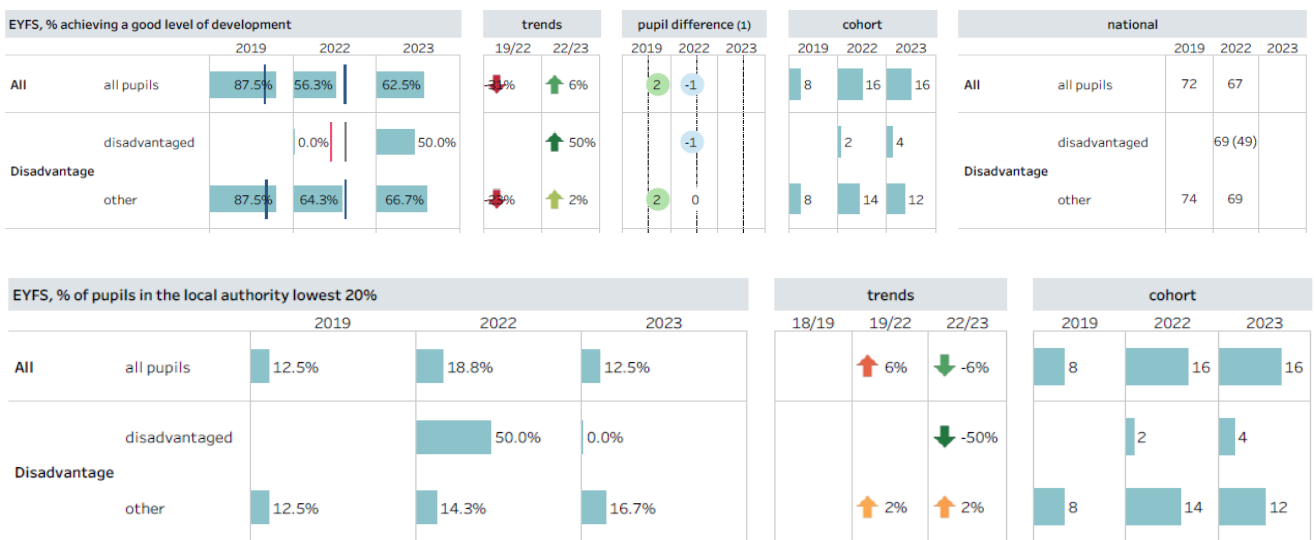
Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

16 (16% of whole school) pupils eligible for pupil premium, 31% SEND list, 87.5% FSM.

EYFS

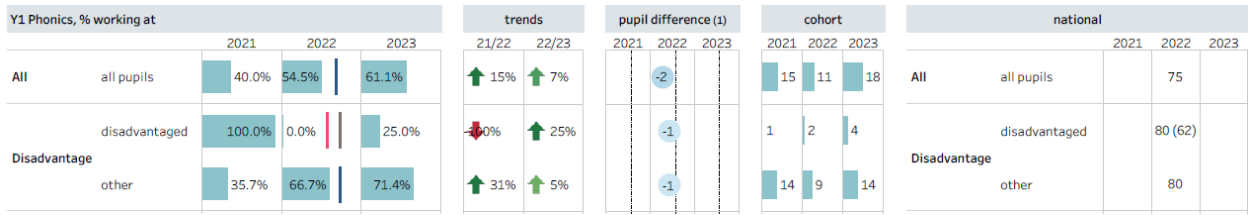


The above report shows the % of children who have a total points score at the end of Foundation Stage that would place them within the lowest 20% of scores in Sheffield. A result below 20% means that the school has fewer children in the low attaining group than expected and a result above 20% means that the school has more children in the lower attaining group than expected.

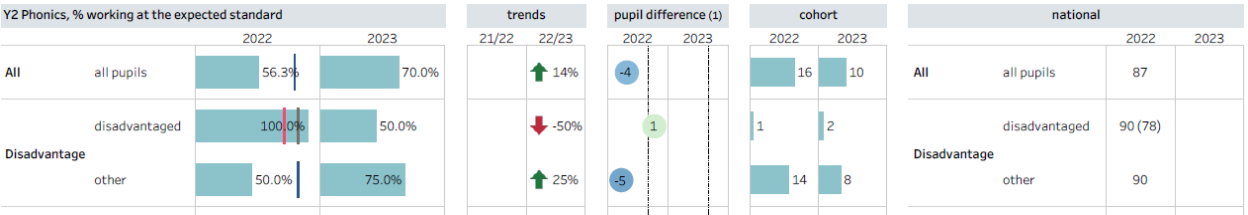
		All	Disadvantage	
		all pupils	disadvantaged	other
GLD		62.5%	50.0%	66.7%
communication & language	listening, attentio..	87.5%	100.0%	83.3%
	speaking	81.3%	75.0%	83.3%
personal, social & emotional development	self-regulation	81.3%	75.0%	83.3%
	managing self	100.0%	100.0%	100.0%
	building relations..	87.5%	100.0%	83.3%
physical development	gross motor skills	87.5%	100.0%	83.3%
	fine motor skills	81.3%	75.0%	83.3%
literacy	comprehension	75.0%	75.0%	75.0%
	reading	68.8%	50.0%	75.0%
	writing	62.5%	50.0%	66.7%
numeracy	numbers	87.5%	75.0%	91.7%
	numerical patterns	87.5%	100.0%	83.3%
understanding the world	past & present	87.5%	100.0%	83.3%
	people culture & c..	87.5%	100.0%	83.3%
	the natural world	87.5%	100.0%	83.3%
expressive arts, designing & making	creating with mat..	93.8%	100.0%	91.7%
	being imaginative..	93.8%	100.0%	91.7%

This report shows the % of pupils meeting the expected level of development across the early learning goals. The national result for the same pupil group is also shown as a vertical bar. The bars are shaded to highlight whether the school's result is above (green), below (blue) or similar (grey) to national. The highlighting is based on the difference between the school and national result in terms of number of pupils.

Y1 Phonics:



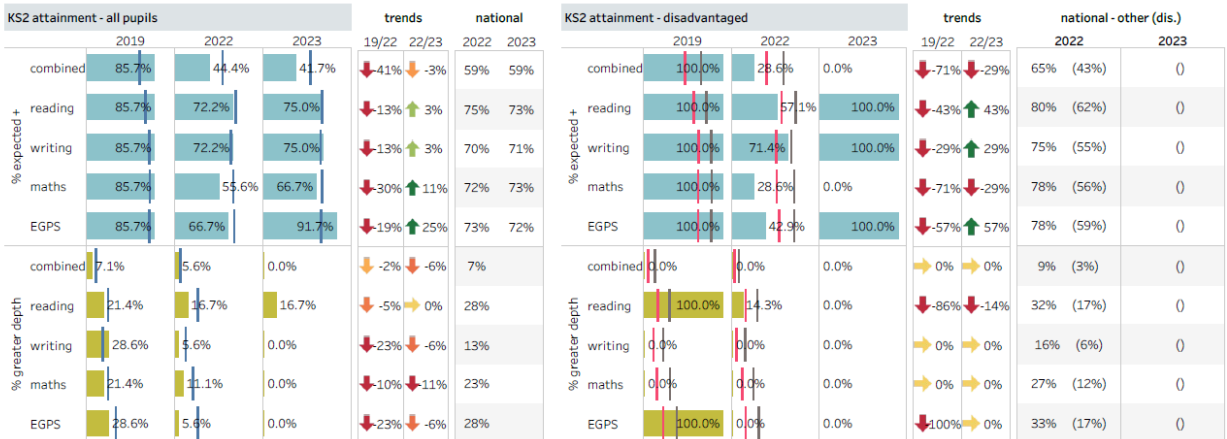
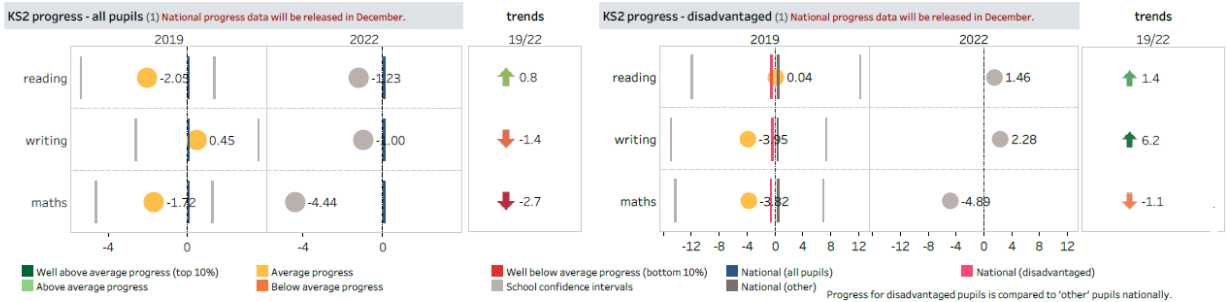
Y2 Phonics:



End of KS1: No pupils in this category in Y2

End of KS2:

St Ann's Catholic Primary School, A Voluntary Academy Key Stage 2 report - headlines
 KS2 2023 national data is provisional



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
TT RockStars	Maths Circle
Spelling Shed and Maths Shed	Edshed
Tables Fables	Tables Fables
Read Write Inc: Online lessons	Ruth Miskin
Oxford Owl for School	Oxford Reading Press