



St Anne's and St Joseph's RC Primary School



Pupil Premium Strategy Statement 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	St Anne's and St Joseph's RC Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	60
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023 – 2024, 2024 - 2025 (although reviewed annually)
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sinead Colbeck
Pupil premium lead	Gillian Chadwick
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Recovery premium funding allocation this academic year	£9960
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	£104,140

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's and St Joseph's RC Primary School, we firmly believe that every child can reach their full potential. With the Catholic faith at the heart of all we do, our school family provides a safe, nurturing and stimulating environment in which our pupils can thrive. We aim to close the gap between disadvantaged pupils in school with their peers and provide support for all vulnerable pupils.

Our pupils' learning journey begins in our EYFS department where they begin their school life surrounded by dedicated practitioners whose aim is to provide a climate for success for each child. This is embraced by all staff, as all pupils journey through to Year 6. We strive to foster a love of learning and empower our pupils to become resilient, curious, enthusiastic, independent, and caring humans, as they learn with us and grow. We want to empower our pupils with a love for learning and encourage their aspirations before they move into secondary education.

St Anne's and St Joseph's caters for a wide range of families ranging from the Baxenden, Church, Woodnook, Peel Park areas to Huncoat. Our proportion of pupils with EAL has grown over the years and includes Polish, Romanian, Slovakian and Pakistani heritage pupils. Despite falling numbers in school over the last few years from 248 in 2019 to 168 in 2022, our number of families eligible for PPG funding has remained in the 70s, this year 60 being in line with the decreased cohort.

Several of our pupils receive support externally from Children's Social Care and Children and Family Wellbeing Services. Persistent absence and late attendances are an issue for many of our disadvantaged pupils and this has an impact upon learning progress and development. A percentage of this cohort is also on the SEND register with SEMH needs becoming an increasing factor in pupil's progress.

This PPG strategy has been created with our pupils at its heart. Working together, we aim to use our knowledge of these pupils, their barriers to learning and identified needs, to deliver a strategy that, as suggested by the EEF, focuses on 1. High quality teaching, 2. Targeted academic support and 3. Wider school strategies. Our strategy will be responsive to the needs of our pupils, we will diagnose our pupils' needs, use this evidence to support our strategy, implement the strategy as a school team and monitor and review the strategy at regular intervals, responding to the needs of our pupils and adapting our practise as appropriate.

Challenges

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

Challenge number	Detail of challenge
1	In our EYFS department, pupils arrive at school with varying needs from social skills, SEND, health and communication. Barriers to learning also involve family circumstances and as a result, attendance is low, which impacts learning.
2	Due to the current economic crisis and cost of living rises, many pupils are not able to access enrichment activities out of school which may be too costly. Pupils spend much time indoors on devices rather than experience active sports and activities out of school which benefit their mental and physical health and well-being.
3	Specific groups of pupils in school have needs which affect their learning. At present there are 27 pupils on the SEND register in school with 7 more on the watch list for varying reasons.
4	Attendance continues to be an area of concern for many of our disadvantaged families. For some, this attendance concern is through persistent late arrival to school, during which time pupils may be tired, hungry and not motivated to begin their day. For other pupils, long term absences or persistent absences causes disruption to learning and impacts the progress pupils make when they return due to lost learning.
5	Data from both formative and summative assessment across school, has shown that disadvantaged pupils in our school, often do not achieve as well as their peers or in line with national expectations. Particularly in reading and writing, pupils who have limited support from home, are reliant upon the teaching and learning they receive in school.
6	There is a growing need for pupils at our school with family circumstances which affect not only attendance but behaviour in school. Several pupils struggle to self-regulate and benefit from personal timetables, plans and strategies to support them with their concentration, choices, and learning.
7	Approximately 30% of our pupils have EAL. Although data shows that several progress in line with their peers, new arrivals to the country, particularly with Polish and Slovakian heritage, benefit from support with their learning and in particular vocabulary and communication.

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
To improve attendance in EYFS so that children access learning.	Pupils will attend school in line with the National average expectations and therefore make progress in their learning.

	<p>Pupils in EYFS will receive high quality provision which meets the needs of all pupils and supports the EYFS curriculum.</p> <p>Pupils' achievements to be celebrated and shared with parents.</p> <p>Good home school communication to be developed.</p>
<p>To improve support in behaviour and attitudes for specific pupils so that they can learn and make progress.</p>	<p>Pupils will use personal plans to support their learning in school.</p> <p>Pupils will be given support from staff in school to ensure they feel safe and supported in their learning.</p> <p>Pupils will make progress in line with their peers.</p> <p>Teachers to create classrooms which enable all pupils to feel safe and flourish.</p>
<p>To improve outcomes for pupils with SEND needs.</p>	<p>Pops will be created for each pupil with specific targets to support their learning journey in school.</p> <p>Outside agency support will guide staff in their holistic support of pupils.</p> <p>Targeted intervention groups to support individual needs of pupils.</p> <p>Use of school space to enable pupils to access support.</p>
<p>To improve outcomes for pupils with EAL.</p>	<p>EAL support will be given to those pupils identified as having the greatest need in terms of vocabulary and communication.</p> <p>Pupils will achieve in line with their peers.</p> <p>Staff will use strategies to promote vocabulary and good communication skills across school.</p> <p>Literacy and vocabulary rich environments across school.</p>
<p>To create opportunities for pupils to experience enrichment activities in and out of school.</p>	<p>Enrichment opportunities to be planned into subjects by class Teachers including the development and use of our school outdoor area.</p> <p>Opportunities for out of school trips and visits to support subject learning in school.</p> <p>Clubs to be planned for after school, which enable pupils to access sports and creative subjects.</p> <p>Opportunities for pupils to attend and participate in competition and creative and sporting events out of and during school time.</p> <p>Opportunities to celebrate successes in school.</p>

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: £ 55, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for all staff on developing a whole school curriculum to ensure our curriculum meets the needs of all learners.</i></p>	<p>Pupils receive a knowledge rich curriculum which is sequenced and focused to ensure progression of learning and skills across year groups is evident.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway</p> <p>All subject leaders use the CPD provided to ensure that their subject is regularly monitored and reviewed to support their SDPs, including pupil voice, learning walks and evidence looks.</p> <p>Subject leaders work with other colleagues to ensure that different groups of children access an enriched curriculum through outdoor provision, visits, resources and experience.</p> <p>Pupils demonstrate 'sticky knowledge' through their learning and begin to recognise the links across year group learning.</p>	<p>1, 2, 3, 7</p>
<p><i>CPD for staff in specific year groups to maintain the implementation of Red Rose Mastery Maths.</i></p>	<p>The Red Rose Mastery curriculum is embedded into another year group, providing high quality resources which use a cyclical progression to embed maths skills over the school year.</p> <p>Mastery Maths resources are available for all Year group Teachers to access to ensure gaps are closed for different ability groups.</p> <p>The NCETM ready to progress materials support the teaching and learning of maths across school.</p> <p>Staff work with colleagues on the NCETM mastering numbers and mastery maths hub, in order to gain further CPD to enrich the teaching of maths across school.</p> <p>Pupils progress in maths in line with National average.</p>	<p>5, 7</p>
<p><i>CPD and training for staff on relational practise to support teaching</i></p>	<p>Staff receive CDP on relational practise to support all pupils in school but specifically those pupils with personal plans.</p>	<p>1, 2, 4, 6</p>

<p><i>and learning across school.</i></p>	<p>Staff understand the rationale behind relational practice and develop strategies to put into daily practice. Staff feel confident in their use of relational practice. Specific pupil support plans support pupils with their daily timetable and self-regulation. Classrooms are welcoming, safe environments where pupils can learn well. Calm spaces and sensory spots are made available for pupils who need safe space to self-regulate before returning to their learning. All pupils are supported in reaching their full potential.</p>	
<p><i>All Pupil Premium children make at least good progress from their starting points.</i></p>	<p>All class teams aware of the PP children. A record of enrichment for PP pupils will be kept by both class teams and the PP lead. Teams will work together to provide intervention support where needed through the use of TAs, resources and quality first teaching. Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule)</p> <p>The difference is diminishing between PP/non, due to timely intervention and teaching, but needs to continue.</p> <p>(EEF, 2022) The Impact of COVID-19 on Learning</p>	<p>1, 3, 5, 7</p>

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intervention timetables organised to support identified pupils across school.</i></p>	<p>For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1671486337</p> <p>Pupil progress meetings allow Teachers the opportunity to provide, discuss and review data in order to identify specific needs.</p> <p>TAs are timetabled and organised with specific groups to support same day intervention and targeted intervention for pupils with gaps in learning.</p>	<p>3, 5, 6, 7</p>

	Pupils make progress in line with their peers.	
<i>Pupils with POPs to receive targeted intervention based upon needs – this includes any S&L needs.</i>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Teachers are aware of pupils with POPs. Meetings, reviews and support of the school SENCO, ensures that POPs are completed effectively providing a clear picture of each pupil, their needs, targets and progress.</p> <p>SENCO liaises with outside agencies and reports back to Teachers in order to provide support which will enable pupil progress.</p> <p>Pupils with POPs will make progress through targeted support.</p>	1, 3
<i>S&L support for those pupils with identified needs.</i>	<p>The SENCO liaises with S&L support in order to obtain a clear overview of pupil needs and ensure that Teachers receive the resources and support needed to provide this.</p> <p>S&L intervention is timetabled to ensure that pupils receive support.</p> <p>Regular meetings and reviews with the S&L team are shared with the SENCO and class Teacher to identify progress made.</p> <p>Pupils with S&L needs are supported and make progress in line with their peers.</p>	1, 3, 7
<i>EAL support for those identified as needed specific vocabulary intervention in order to access further learning.</i>	<p>High-quality language teaching is foundational to all pupils' attainment, but is particularly important for learners with English as an Additional Language (EAL).</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/integrating-english</p> <p>Working with the Lancashire EAL and GRT team, support will be provided for those EAL pupils in school with specific vocabulary, grammar and sentence structure needs from Year 2 through to Year 6.</p> <p>Two groups of 3 pupils will work with a member of the team every Tuesday, helping to develop and support their language needs.</p> <p>Literacy rich environments, access to high quality reading materials, texts and resources are used across school.</p> <p>Vocabulary is pre taught when necessary to support the vocabulary related to specific subjects and topics.</p> <p>The use of class dojo as a school messaging system, provides translation resources for parents to receive messages to support their children.</p> <p>Pupils with EAL make progress in line with their peers.</p>	7
<i>Specific support for those pupils who struggle to self-regulate.</i>	<p>Positive regard training has taken place for all staff across school to support an understanding of dysregulated pupils and how to support them in school.</p>	3, 4, 6

	<p>New strategies put into use to support those pupils.</p> <p>The employment of a Family and Pupil support worker, to support specific families.</p> <p>Continuous reflection and review of practise across school so that the strategies taught through CPD, work for our pupils and families.</p> <p>Pupils feel safe and supported in a learning environment that encourages learning.</p> <p>Pupils use the safe spaces provided without hesitation and personal pupil plans are created to support their daily routine.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15, 000

Activity	Evidence that can support this approach	Challenge Numbers addressed
<i>SENCO employed to support pupils and staff in their creation of POPS and the impact.</i>	<p>SENCO ensures that records of SEND pupils are kept up to date, concise and shared with relevant parties.</p> <p>SENCO supports Teachers with their creation, review and evaluation of POPS for each pupil.</p> <p>SENCO liaises with outside agencies to ensure that all pupils receive the support they need.</p> <p>CPOMS is used to record meetings and reports specific to pupils.</p> <p>SENCO attends hub meetings to ensure she is up to date with all relevant SEND guidance.</p> <p>Pupils with SEND receive support and make progress</p>	1, 3, 6
<i>Opportunities provided for all pupils to access a variety of sporting activities after school and competition within the Lancashire school's sports partnership.</i>	<p>The PE subject lead liaises with the Lancashire school's sports partnership, to ensure that pupils access competitive and enriching sporting activities outside school or within the school day.</p> <p>A variety of sporting clubs are provided after school and arranged by the PE lead in conjunction with TAs and Teachers to meet the needs of all pupils.</p> <p>Pupils have outdoor learning experiences planned for within the curriculum, making the best use of our outdoor space and provision.</p> <p>Pupil premium pupils experience sporting activities outside the usual school PE curriculum.</p> <p>Pupils are invited to try new sports and develop their competitive skills.</p>	2, 4
<i>Attendance of pupil premium pupils to improve across school above the National expectation of at least 95%</i>	<p>The pupil and Family Support Lead works with the staff in the school office to identify areas of concern with attendance, complete home visits where necessary and keep robust records of attendance concerns, escalation where required and information pertaining to attendance.</p> <p>There is a newly introduced system to enable school to work with families and other external agencies to improve school attendance and punctuality.</p>	1, 4, 6, 7

	<p>Well-designed school communications can be effective in improving attainment and a range of other outcomes, such as attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</p> <p>Pupil's attendance improves in line with National average which will then have a direct impact upon pupil progress.</p>	
<i>All children have access to a quality, rich curriculum, developing a cultural capital from a knowledge rich curriculum.</i>	<p>Pupils receive a knowledge rich curriculum which is sequenced and focused to ensure progression of learning and skills across year groups is evident.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway</p> <p>Trips and visits are organised by Teachers to enrich topics and provide pupils with opportunities to develop and grow their cultural capital.</p> <p>Pupils experience the wider world in order to support their learning, knowledge and skills.</p>	2, 5
<i>All pupils have access to wellbeing/nurture support at school.</i>	<p>Pupil and Family support worker employed to support nurture and well-being across school in liaison with the school SENDCo and SLT.</p> <p>A nurture room provides a safe space for interventions such as Lego and play therapy, yoga and small group or 1-1 activities.</p> <p>Positive Regard CPD across school supports pupil mental health and well-being alongside a PSHE and RE curriculum.</p> <p>School values of Love, peace, faith, forgiveness, hope and trust, permeate through all areas of school life.</p> <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1672782790</p>	1, 2, 3, 4, 6
<i>Development of forest school to enrich outdoor learning and school provision.</i>	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom.</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills 	1, 2, 6

	<ul style="list-style-type: none"> • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>A forest school lead will provide weekly opportunities for pupils to experience learning in our outdoor forest school area.</p> <p>A school Eco Council, alongside a School Council and Well-being Warrior groups, will work together to create, plan and implement ideas to further develop and use our school outdoor space.</p> <p>Pupils receive quality outdoor learning provision which will motivate and promote the above skills.</p>	
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Total budgeted cost: £ 110, 000

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 2020 to 2021 academic year.

At the end of the school year 2022 outcomes in EYFS were as follows:

- 0/2 pupils were on track for reading
- 0/2 were on track for writing
- 1/2 were on track for number and numerical patterns

At the end of the school year 2022 outcomes in Year 2 were as follows:

- 2/8 pupils were on track for reading
- 0/8 were on track for writing
- 2/8 were on track for maths and
- 4/8 pupils passed the phonics screening check

At the end of the school year 2022 outcomes in Year 6 were as follows:

- 13/21 pupils were on track for reading
- 3/21 were on track for writing
- 7/21 were on track for maths and
- 14/21 were on track for SPAG

At the end of the school year 2022 outcomes for EAL/PPG pupils were as follows:

- Year 1 – Reading -1 /2, Writing – 1 /2, Maths –1 /2 and Phonics 2/2
- Year 2 – Reading – 0/1, Writing – 0/1, Maths – 0/1 and SPAG –0/1
- Year 3 – Reading -1 /2, Writing – 1 /2, Maths –1 /2 and SPAG – 1 /2
- Year 4 - Reading -3 /4, Writing – 3 /4, Maths – 3 /4 and SPAG – 3 /4
- Year 5 – 0 pupils who were both EAL and PPG
- Year 6 - Reading -2/5, Writing – 2/5, Maths –2/5 and SPAG – 2/5

At the end of the school year 2022 outcomes for SEN support/PPG pupils were as follows:

- Year 1 – Reading -1 /1, Writing – 0 /1, Maths –1 /1 and Phonics 0/1
- Year 2 – Reading – 1/4, Writing – 0/4, Maths – 0/4 and SPAG –0/4
- Year 3 – Reading 0 /2, Writing – 0 /2, Maths –0 /2 and SPAG – 0 /2
- Year 4 - Reading -0/7, Writing – 0/7, Maths – 0/7 and SPAG – 0/7
- Year 5 – Reading -0/2, Writing – 0/2, Maths – 0/2 and SPAG – 0/2
- Year 6 - Reading -1/7, Writing – 0/7, Maths –0/7 and SPAG – 2/7

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
Red Rose mastery maths	LCC
Little Wandle Phonics- English hub	LCC
English planning – reading and the English curriculum	LCC
Mastery maths hub	NCETM
Mastering numbers programme	NCETM
Step into quality mark - EYFS	LCC
Positive Regard Training	Wellspring Academy Trust

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?	Only two pupils are in school and are supported through service pupil premium. One of these pupils is in Year 5 and has received music tuition alongside peers. Little Wandle and Red Rose mastery maths has also benefitted the T & L of these pupils.
What was the impact of that spending on service pupil premium eligible pupils?	