



Pupil Premium Strategy Statement

September 2023 - July 2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Anne Line Catholic Infant School & Nursery
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	13.8% (25 Pupils) now (19 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	June 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Melanie Clayton
Pupil premium lead	Rosie Bond/Claire Warren
Governor / Trustee lead	Paul Norris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555 Budget year: April 2023 - March 2024
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,283.75 Sept 2023 - Aug 2024
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£32,838.75



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year



Part A: Pupil Premium Strategy Plan

Statement of intent

At St Anne Line Catholic Infant School & Nursery we ensure that our pupil premium strategy covers a range of initiatives to support families and children so that no child is at risk of underachieving. We recognise that due to the circumstances of families in our school community, some disadvantaged pupils may not be eligible to receive the pupil premium funding. Disadvantaged children will be included in this strategy plan.

We have designed an engaging enquiry curriculum which is delivered through high-quality, research led teaching to spark curiosity and motivation in our learners. In addition to termly curriculum enrichment we offer rich cultural experiences throughout the year, as we recognise that many disadvantaged and pupil premium children do not have these experiences outside of school. These events can be subsidised on a case by case basis.

As with every child in our care, a disadvantaged child or a child who is in receipt of pupil premium is valued, respected and entitled to develop to their full potential. Following high-quality first teaching and rigorous assessment, small group or 1:1 interventions are delivered by trained learning support staff and our expert teachers.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. Our highly experienced learning mentor provides support to families and children along with nurturing staff who are dedicated to supporting all learners. We identify pupils eligible for pupil premium funding early by asking all parents to complete a form annually. During nursery and Reception home visits and at KS1 parents consultations in the autumn term, teachers seek to find out more about the families of children in their class, so we can best offer support. Following a referral from teachers to the learning mentor, she will engage with families to identify what support may be required for their child and the family.

We have breakfast and after-school wrap-around care, run by school staff. A mixed-age family service at lunchtime is run by school staff, which allows disadvantaged and pupil premium children to experience sitting at a dining table, developing their independence and enhancing their speech and language skills. A wide range of after-school activity clubs are also run by teachers and learning support staff offering further enrichment such as athletics, crafting, and cooking. Our wrap-around care and activity clubs and visits can also be subsidised for disadvantaged and pupil premium children on a case by case basis.

Our ultimate goal is to create an inclusive and supportive learning environment which develops the whole child so every child is ready to learn, can thrive and succeed.



Challenges

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

Challenge number	Detail of challenge
1	Punctuality & Attendance The punctuality and attendance of pupils in receipt of pupil premium is below that of peers leading to missed learning.
2	Reading Outcomes There are pupils in receipt of pupil premium who do not make expected progress.
3	Pastoral Pupils' emotional well-being, social and behavioural needs are affecting readiness to learn.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2026)** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attendance and punctuality will meet national targets.	Attendance 95% or above (in line with government target) Punctuality - no more than 1 late per half term
Improvement in reading outcomes.	PP children will make good progress from starting points and achieve their personal reading target. We have ambitious targets for our children to pass the phonic screening check by the end of Year 2.
Increased engagement in learning and improved academic outcomes.	Triangulated evidence through teacher observations, book looks and pupil voice will demonstrate increased engagement with learning.



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2023/2024)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,283.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover for 3 members of staff to complete NPQ's: <ul style="list-style-type: none"> Teaching and Learning NPQ Senior Leadership NPQ Headship NPQ 	DFE 2023 <i>"There is early evidence of a wider school impact, wherein learning has filtered down throughout the school. Impacts are particularly notable when multiple members of staff are undertaking an NPQ."</i>	1,2,3
Essex Inclusion Service Memory & Metacognition Training	EEF 2018 <i>"Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils."</i> Hattie 2008 Rosenshine 2012	2,3

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

Budgeted cost: £ 16,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led phonics and reading intervention group <ul style="list-style-type: none"> phonics tuition reading comprehension maths science 	EEF 2021 <i>"Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum."</i>	2,3



	EEF 2022 - Professor Becky Francis <i>"The research is clear – done well, and aligned to high quality teaching, tutoring can be hugely successful in accelerating progress for struggling learners. It is also one of the best evidenced interventions we have to support disadvantaged pupils' attainment."</i>	
Learning support assistant interventions <ul style="list-style-type: none"> ● phonics booster ● reading comprehension ● extended reading (Greater Depth) ● maths ● colourful semantics (S&L) ● gym trail ● zones of regulation ● forest school ● precision teaching (1:1 targeted knowledge gaps) ● black sheep (S&L) ● musical communication (S&L) 	EEF 2021 <i>"Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact."</i>	2,3

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

Budgeted cost: £ 13,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor employment & training <ul style="list-style-type: none"> ● time to talk ● lego therapy ● colour monster ● zones of regulation ● rainbows (bereavement) 	EEF 2021 <i>"Parental engagement approaches are typically delivered over the course of an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time."</i> Hattie 2008	1,3
Phonics & Maths home resource packs	EEF 2021 <i>"The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment."</i>	2
Learning outside the classroom <ul style="list-style-type: none"> ● forest school 	Dillon & Lovell, Natural England 2022 <i>"regular compulsory school- and curriculum-based outdoor education programmes, such as Forest School, are linked with more positive social competencies such as</i>	1,3



<ul style="list-style-type: none"> ● after school activity clubs subsidised ● curriculum enrichment (offsite trips & onsite experiences from external agencies) subsidised 	<p><i>self-esteem, self-confidence, trusting relationships, and sense of belonging</i></p> <p><i>"There is some evidence that the most deprived children would appear to stand to gain the most, in terms of cognitive functioning."</i></p>	
<p>Attendance officer</p> <ul style="list-style-type: none"> ● meetings with families, SLT and attendance officer ● fines issued for persistent absence ● engagement with county council for training and support for policy creation 	<p>DFE 2023</p> <p><i>"Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well."</i></p>	1

Total budgeted cost: £ 32,838.75



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table below shows the school assessment data of disadvantaged pupils in the academic year 2022-2023.

	Reception	Year 1	Year 2 end of ks1	
	<i>% met expected standard</i>	<i>% met expected standard</i>	<i>% met expected standard</i>	<i>% working at greater depth</i>
Reading	60%	71%	75%	25%
Writing	50%	57%	75%	12.5%
Maths	70%	71%	100%	25%

End of Reception Data

	School All pupils	School Disadv.	Essex Disadv.	National Disadv.
Reading	65.6%	60%	48.9%	51.6%

% of pupils passing the Phonic Screening Check

	School All Pupils	School Disadv.	Local Disadv.	National Disadv.
Year 1	85%	88.8% (8 passed 1 disapplied)	62%	67%
Year 2	%	87.5% (6 passed 1 disapplied)	77%	81%

End of KS1 Data (Year 2)

	School All pupils	School Disadv.	Essex Disadv.	National Disadv.
Reading	79%	75%	52%	54%



Writing	65%	75%	44%	44%
Maths	76%	100%	56%	56%

The data analysis shows at the end of the academic year 2022/2023 disadvantaged pupils at St Anne Line Catholic Infant school were:

- broadly in line for reading compared with local and national data for disadvantaged pupils at the end of reception.
- slightly below for writing compared with local and national data for disadvantaged pupils at the end of reception.
- above for maths compared with local and national data for disadvantaged pupils at the end of reception.
- significantly above local and national data for disadvantaged pupils in reading, writing and mathematics at the end of key stage 1.
- significantly above local and national data for disadvantaged pupils passing the year 1 phonic screening check.

This analysis shows that reading for disadvantaged children compared to all other pupils at St Anne Line Infant School has room for improvement which will be addressed with a new 3 year strategy plan commencing Sept 2023 until July 2026.

Attendance Data:

Disadvantaged pupils average attendance was 91.9% this is below the national government target of 95%

A new attendance policy is to be written along with training support for the new attendance officer from the local authority to take place in the next academic year.

Assessment of previous pupil premium strategy plan

Below are the objectives and a review and how successfully they were met.

To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school & develop links with families to provide ongoing support.

The learning mentor has developed strong relationships with families, many of whom have several children in our school. In some examples families have been signposted to additional support services such as BCCS or Family Solutions.

Case study: A child with social services involvement stated at the beginning of year 2 rated school and his ability to read as 0. He has had regular learning mentor support during 2022/2023 academic year for social, emotional and behaviour. In addition, he has had reading intervention from both class teacher and a learning support assistant. At the end of the year, he passed the phonic screening resit, and rated his views on school as a 10 saying "I like school now that I can read." This child additionally achieved greater depth in mathematics. He



increased engagement from approx 1 hour of learning over the course of the day to taking part in learning, mostly independently for the whole day by the end of the year.

Each class has a full time LSA to work on catch-up programmes to help accelerate progress of groups and individuals.

LSAs have supported pupils by being deployed to provide support in lessons as well as interventions outside of the classroom. These interventions have varied according to the needs of the pupils at that stage of learning. LSAs have also been used for daily reading with disadvantage, pupil premium pupils along with any other children who do not read regularly at home, or whose parents have poor literacy skills. In addition a teacher has also provided 1:1 or small group interventions for phonics in year 1 and 2 and mathematics in year 2. The success of this was above national average percentage of pupils passing the phonic screening check and above national average percentage of pupils achieving age related expectations and greater depth in end of KS1 assessments.

New class created to give specific help to children in receipt of PP / other needs

This has been particularly successful seeing pupils in this setting grow significantly in confidence and self-esteem. This group had personalised planning to ensure the children were able to make progress in small steps, with appropriate environment and resources to meet their personal targets.

Early morning intervention- children receive phonics booster classes in year one and two

This booster intervention saw great success with all pupils that attended without SEND passing the phonic screening check in both year 1 and 2. The success of this intervention was having highly trained LSA's and teachers to pre-teach, assess and adapt to fill specific gaps in phonics knowledge/skills.

Pupil support for school trips and extracurricular events to enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.

The children were able to engage in rich curriculum learning which the school trip enhances. We saw an increase in engagement and confidence in the children sharing their experiences, ideas and learning following school trips or extracurricular events. This provided opportunities to support language and communication and in many cases progressed to provide the children with real experience they were engaged to write about.

Funding breakfast and afterschool clubs to aid inclusion and support the child's well-being.

This has been successful for the families that needed this support. We saw an increase in punctuality as the breakfast club enabled parents to drop their children to school where we would provide food and there was a more settled start to the school day for the child. After School club support has enabled families to manage their working commitments, reducing stress on the family.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Metacognition and Memory (November 2023)	Essex Inclusion Team
Precision Teaching (March 2024)	Essex Inclusion Team