

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.

School overview

Detail	Data
School name	St Anne's RC Voluntary Academy
Number of pupils in school	620
Proportion (%) of pupil premium eligible pupils	246 (39.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Sheldon Logue
Pupil premium lead	Mr Christian Ostmeier
Governor / Trustee lead	Mr Berry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 210,000
Recovery premium funding allocation this academic year	£ 30,304
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	£ 240,304

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- To ensure that every PP pupil realises their full potential socially, morally, academically and spiritually
 - To construct a knowledge rich curriculum that supports PP pupils
 - To support PP pupils to ensure high levels of attendance
 - To promote positive attitudes to learning and have high expectations for the behaviour of PP pupils
 - To close the gap for PP pupils for literacy and numeracy
 - To provide additional intervention programmes to increase PP pupils' access to the curriculum
 - To provide strategies which raise confidence and self-belief, allowing PP pupils to become confident learners
 - To ensure that PP pupils are ready for the next stage of education, employment or training
-
- The pupil premium strategy addresses the main challenges facing our pupils
 - The plan is the responsibility of all staff – including support staff
 - The plan involves monitoring by HoY, subject leaders and SLT
 - The impact will be reviewed termly

Challenges

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

Challenge number	Detail of challenge
1	Poor engagement in lessons leading to incidents of poor behaviour
2	Catch up from lost learning due to pandemic
3	Low levels of numeracy and literacy for PP pupils.
4	Social, emotional and mental health issues
5	Low levels of attendance

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
Increase progress and attainment of PP pupils in all year groups	PP pupils make progress in line with the rest of the year.
High quality teaching and feedback to allow all learners to access the curriculum	Teaching is at least good across all subjects.
Intervention and targeted support	Pupils have made good progress as a result of targeted intervention for literacy and numeracy
Develop leadership of departments to allow better progress to be made	Leaders provide a knowledge rich curriculum which is sequenced and challenging. PP pupils study the whole breadth of the curriculum.
Engagement of parents/carers in their child's learning	Parent voice shows that communication is good and parents are well informed about their child's education.

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: £ 103,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular retrieval tasks	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback • Homework <p>Rationale</p> <ul style="list-style-type: none"> • Supports PP pupils to recall key information • PP pupils are able to revise effectively <p>Intent</p> <ul style="list-style-type: none"> • Use electronic resources for homework (Hegarty/GCSE pod) • Make retrieval practice explicit in lessons • Use knowledge organisers to support learning 	1,2,3
<i>Effective Feedback</i>	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback <p>Rationale</p> <ul style="list-style-type: none"> • Clear and actionable feedback allows PP pupils to make better progress <p>Intent</p> <ul style="list-style-type: none"> • PP pupils respond to feedback and know what they have to do to improve • PP pupils are confident to peer assess other pupils work • Instant feedback from Do Now activities • Half termly formative assessment 	1,2,3
<i>Effective formative assessment strategies</i>	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Metacognition and self-regulation 	1,2,3

	<ul style="list-style-type: none"> • Feedback • Homework • Teaching assistants <p>Rationale</p> <ul style="list-style-type: none"> • Effective assessment strategies allow pupils to identify and close gaps in knowledge <p>Intent</p> <ul style="list-style-type: none"> • E&E report show PP pupils are engaged with their learning • PP pupils make at least good progress • Teachers use assessments to adapt their teaching to clarify understanding of PP pupils 	
<i>CPD to support teaching</i>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Feedback • Homework • Metacognition and self-regulation <p>Rationale</p> <ul style="list-style-type: none"> • Improved pedagogy will result in better outcomes for PP pupils <p>Intent</p> <ul style="list-style-type: none"> • Robust Performance Development Review (PDR) process challenges and supports all staff • Teachers are given opportunities to collaborate and share best practice • New T&L group develops a research led approach to CPD 	2

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

Budgeted cost: £ 128,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 targeted intervention and mentoring	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Metacognition and self-regulation • Small group tuition <p>Rationale</p> <ul style="list-style-type: none"> • 27/44 below target in 5+ subjects • 30/44 below target in maths • 19/44 below target in English <p>Intent</p>	2

	<ul style="list-style-type: none"> • Intervention sessions to increase progress • Mentoring from SLT in small groups to increase progress • Academic and pastoral support • Focus on retrieval to improve long term memory • 	
Intervention for literacy and numeracy to accelerate progress	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Mastery learning • Metacognition and self-regulation • Small group tuition <p>Rationale</p> <ul style="list-style-type: none"> • 38 pupils below target in Y8 - Eng • 26 pupils below target in Y8 - Ma • 36 pupils below target in Y9 - Eng • 25 pupils below target in Y9 – Ma • Progress of LAC pupils <p>Intent</p> <ul style="list-style-type: none"> • Lexia reading intervention to improve reading ability • Accelerated Reader programme to support reading for pleasure • 	2,3
Tutoring in English & Maths for Y7 PP pupils	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Mastery learning • Metacognition and self-regulation • Small group tuition <p>Rationale</p> <ul style="list-style-type: none"> • Baseline assessments in Eng/Ma • Progress of LAC pupil <p>Intent</p> <ul style="list-style-type: none"> • Tuition of targeted pupils for Eng/Ma • Increased progress for identified pupils through targeted intervention 	2,3
Pastoral intervention for pupils making low levels of progress	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Behaviour interventions • Homework • Parental engagement • Social & emotional learning <p>Rationale</p> <p>Y11 – 44 pupils</p> <ul style="list-style-type: none"> • 15 targeted with P8 scores below -1.5 • Progress of LAC pupil <p>Y10 – 51 pupils</p> <ul style="list-style-type: none"> • 15 below target (on average across all subjects) 5 LAP, 5 MAP, 2 HAP, 1 N, 2 no KS2 	4,5

	<ul style="list-style-type: none"> • Progress of LAC pupils Y9 – 44 pupils • 17 below target (on average across all subjects) 5 LAP, 9 MAP, 1 HAP, 2 no KS2 • Progress of LAC pupil Y8 – 55 pupils • 16 below target (on average across all subjects) 4 LAP, 12 MAP • Progress of LAC pupil Intent • Use class charts to improve communication with parents • Non-teaching HoY to provide pastoral support • Form time standards/checks • Attendance strategy • Effective pastoral support of PP pupils 	
Review of data (including E&E report) to increase progress and attainment in all subjects	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Mastery Learning • Metacognition & self-regulation • Parental engagement • Small group tuition <p>Rationale</p> <p>Y9 – 44 pupils</p> <ul style="list-style-type: none"> • 17 below target (on average across all subjects) 5 LAP, 9 MAP, 1 HAP, 2 no KS2 <p>Y8 – 55 pupils</p> <ul style="list-style-type: none"> • 16 below target (on average across all subjects) 4 LAP, 12 MAP <p>Intent</p> <ul style="list-style-type: none"> • Specific focus on PP pupils • Effective academic support of PP pupils • Pupils make at least expected progress 	1
Challenge and support of PP pupils with SEND	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Digital technology • Homework • Phonics • Setting or streaming • TAs <p>Intent</p> <ul style="list-style-type: none"> • Improve standards of teaching across the school • Use scheme of work to ensure support for SEND is explicit in each department • Lexia programme to improve phonics skills 	3

	<ul style="list-style-type: none"> Accelerated reading programme to support reading for pleasure Provide advice and guidance to parents to enable them to support their child 	
--	---	--

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

Budgeted cost: £ 8719

Activity	Evidence that supports this approach	Challenge number(s) addressed
High levels of attendance for PP pupils	<p>EEF Evidence</p> <ul style="list-style-type: none"> Parental engagement Aspiration interventions <p>Rationale</p> <ul style="list-style-type: none"> Attendance is a key factor for PP pupils to be successful. PP attendance 90.23% 2019/20, 84.79% 2020/21 <p>Intent</p> <ul style="list-style-type: none"> PP pupils have attendance in line with the rest of the school Interventions with pupils falling below required attendance Reduce FTE for PP pupils Remove barriers to learning 	5
Positive PP effort and engagement in lessons	<p>EEF Evidence</p> <ul style="list-style-type: none"> Collaborative learning Parental contact Behaviour interventions <p>Rationale</p> <ul style="list-style-type: none"> 43% of behaviour points issued to PP pupils <p>Intent</p> <ul style="list-style-type: none"> Analyse behaviour patterns and address PP needs in lesson planning to reduce behaviours Uniform and basic equipment to be provided/supported Use class charts to communicate effectively with parents Reduce FTE for PP pupils 	1,4,5
Pupils have high aspirations and self-	EEF Evidence	4

<p>esteem, and develop leadership skills</p>	<ul style="list-style-type: none"> • Aspiration interventions • Social & emotional learning • Outdoor adventure learning <p>Intent</p> <ul style="list-style-type: none"> • PP pupils encouraged to apply for leadership opportunities • SACRED days support pupils' social and emotional well-being • Form activities support pastoral themes and allow them to be explored in greater depth • Duke of Edinburgh award scheme for KS3 pupils 	
<p>SEMH support for PP pupils</p>	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Social and emotional learning • Mentoring <p>Intent</p> <ul style="list-style-type: none"> • The curriculum supports pupils with SEMH needs (PSHE/form time) • Targeted intervention to increase progress benefits pupils socially and emotionally • Pupils provided with a place to go at break and lunch times • Breakfast club • Robust monitoring of Cpoms allows swift intervention when/where needed 	<p>4</p>
<p>Pupils are well prepared for the next stages education, employment and training</p>	<p>EEF Evidence</p> <ul style="list-style-type: none"> • Aspiration interventions <p>Rationale</p> <ul style="list-style-type: none"> • Less support for PP pupils from family network • Less aspiration for further education <p>Intent</p> <ul style="list-style-type: none"> • Pupils know option pathways • Pupils supported with application forms in Y11 • No PP NEETS • Careers interviews completed • Vulnerable PP pupils well supported through KS4 	<p>4,5</p>

Total budgeted cost: £ 240,304

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.

Curriculum

- Full review of schemes of work for each subject

Assessment

- Aspirational targets launched for PP pupils
- Clear expectations for home learning when required

Teaching & Learning

- Embedding of retrieval practice helped to support PP pupils recall of prior learning
- SACRED values were a focus within lessons
- Feedback resulted in PP pupils knowing how to improve their work

Literacy

- All students in KS3 supported via the Accelerated Reader programme and students in KS4 enabling access to Star testing diagnostics. Additional ICT access in the Library was provided to support the programme.

Resources

- All PP pupils accessing HegartyMaths
- PP access to Lexia and Accelerated Reader
- Provision of laptops to pupils

Careers

- All pupils in Y11 had a careers interview and were supported with applications to colleges and apprenticeships
- Extra support with personal statements for PP pupils

Year 11 Summer Examinations

P8 = -0.30

Attainment 8 = 37.89

% 5+ Eng/Ma = 31.8%

Year	Laptops
7	8
8	12
9	8
10	9
11	9

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	Accelerated Reader
HegartyMaths	www.HegartyMaths.com

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.