

Pupil premium strategy statement – St Anne’s Fulshaw CE Primary School (December 2022)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Clare Daniel, Headteacher
Pupil premium lead	Clare Daniel, Headteacher
Governor / Trustee lead	Claire Carter, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,520
Recovery premium funding allocation this academic year	£1624
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£18,144

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among our EYFS and KS1 disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among non-SEND disadvantaged pupils is below that of non-SEND, non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family difficulties, resilience in managing friendships and significant SEMH needs. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 12/14 disadvantaged pupils are currently receiving or have previously received support from our SMHL, including regular 1:1 sessions and drop ins for additional support with social and emotional needs.</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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 100% of non-SEND disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 100% of non-SEND disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

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: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (myHappyMind).</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£6,144**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with a programme (NELI) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

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

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued subscription to and use of the myHappyMind programme to support social and emotional learning and awareness, including extensive CPD for staff in all class roles</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £18,144

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

In a school of our size when considering the validity of headline data, it is vital to consider the profile of the thirteen disadvantaged pupils on roll:

- 9/13 did not start at St Anne's Fulshaw at the usual time (start of the Reception year)
- 3/13 started in the 2021-22 school year (September, February and June)
- 2/13 pupils are eligible for service PPG funding
- 2/13 pupils receives PPG as post-adoption pupils
- 1/13 pupils is currently a looked after child
- 1/13 pupils received PPG as a Ukranian new-arrival
- 8/13 pupils are eligible for income related free school meals
- And most crucially, 8/13 pupils are on the SEND register with either a SEND Support Plan (7/8) or an EHCP (62%)

Data from test and assessments suggest that the average attainment of non-SEND disadvantaged pupils, when compared to their non-SEND non-disadvantaged peers is as follows:

Average attainment 2021-22	Non-SEND disadvantaged pupils	Non-SEND, non-disadvantaged pupils

Y2		
Reading	Well below	EXS
Writing	Well below	EXS
Maths	Well below	GDS
Y3		
Reading	GDS	EXS
Writing	EXS	EXS
Maths	GDS	EXS
Y4		
Reading	EXS	EXS
Writing	EXS	EXS
Maths	Just below	EXS
Y5		
Reading	GDS	GDS
Writing	EXS	EXS
Maths	EXS	EXS
Y6		
Reading	GDS	EXS
Writing	GDS	EXS
Maths	EXS	EXS

In all areas, apart from Y2 (all subjects), and Y4 maths, non-SEND disadvantaged pupils perform at least as well as, if not better than their non-SEND non-disadvantaged peers.

The attainment of SEND disadvantaged pupils when compared to their SEND non-disadvantaged peers is generally lower in comparison, apart from in reading and maths in Y4 and writing in Y6

Average attainment 2021-22	SEND disadvantaged pupils	SEND, non-disadvantaged pupils
Y2		
Reading	Well below	EXS
Writing	Well below	Just below
Maths	Well below	EXS
Y3		
Reading	Just below	GDS
Writing	Well below	EXS
Maths	Just below	GDS
Y4		
Reading	EXS	EXS
Writing	EXS	Just below
Maths	EXS	EXS
Y5		
Reading	Well below	EXS
Writing	Well below	Just below
Maths	Well below	EXS
Y6		
Reading	Just below	EXS
Writing	Just below	Just below
Maths	Well below	EXS

In statutory tests in Year 2, 0% of disadvantaged pupils achieved the expected standard in any subject (P Scales were awarded), and in Year 6, 50% of pupils met or exceeded the expected standard in all areas. It is vital to remember that the number of

pupils within the disadvantaged cohort is very small indeed compared to the non-disadvantaged cohort at St Anne's Fulshaw and within the average primary school.

Since the start of the pandemic, the number of disadvantaged pupils on roll has more than doubled from six to thirteen. Only two pupils in the 2018-19 disadvantaged cohort were identified with SEND (33%). Of these two pupils, our Reception pupil did not achieve a good level of development but our Year 4 pupil was achieving highly.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments very strongly support our view that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. 86% of our current disadvantaged pupils have required or are still receiving ongoing emotional and mental health support from our senior mental health lead.

However, despite this, we do remain on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We regularly review our strategy plan and make changes to how we use some of our budget in this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

We have allocated more sessions with our senior mental health lead to support the children while their parent is away from home

We identified gaps in service children's education caused by moving between schools, which we addressed with ongoing, targeted support.

The impact of that spending on service pupil premium eligible pupils

Staff observed improvements in wellbeing amongst the service children and greater levels of self-awareness in managing the emotional ups and downs of their parents' absence.

Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated the impact of activity undertaken in previous years and built on the progress made in key areas.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

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 challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.