



St Anne Line Catholic Junior School

2022 to 2023

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 Line Catholic Junior School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Lisa Short
Governor / Trustee lead	Roland Bremmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54679
Recovery premium funding allocation this academic year	£18479
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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, 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	On entry baseline assessments indicate that the year 3 children transitioning from infant school have significant gaps in basic skills. This is much more evident in disadvantaged children.
2	On entry baseline assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	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.
4	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</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
Higher rates of progress and attainment in all subjects for pupils eligible for PP.	The gap is closed between pupils eligible for PP and other children.
Accelerated progress in year 3 across all subjects.	Attainment by the end of the year matches or exceeds age related expectations.
By the end of year 3 all children are secure in their phonics knowledge.	All children are fluent readers and comprehension skills are secure.

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: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Comprehension Training</i>	Outcomes from the Essex 2022 Project KS2. Comprehension age improves by 2 years and 3 months. Reading fluency improves by 1 year and 3 months.	1, 2, 3

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

Budgeted cost: £ 24098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading comprehension intervention</i>	Outcomes from the Essex 2022 Project KS2. Comprehension age improves by 2 years and 3 months. Reading fluency improves by 1 year and 3 months.	1, 2, 3
<i>Tutoring</i>	Targeted individual support	1, 2, 3

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

Budgeted cost: £ 48460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Beehive Nurture Provision / Learning Mentors</i>	Trauma Perceptive Practice Attachment Theory	1, 2, 3, 4

Total budgeted cost: £ 73158

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.

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 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.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from end of KS2 tests and assessments suggest that the gap between disadvantaged and non-disadvantaged pupils has either closed or disadvantaged children have overtaken others.

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	
N/A	