

Pupil premium strategy statement

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 RC Voluntary Academy
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	226 (37.1%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Sheldon Logue
Pupil premium lead	Ms Tayyaba Khan
Governor / Trustee lead	Mr Berry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,775
Recovery premium funding allocation this academic year	£59,892
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	£271,667

Part A: Pupil premium strategy plan

Statement of intent

St. Annes's RC Voluntary Academy Objectives for Disadvantaged Pupils

- To ensure that every PP child realises their full potential socially, morally, academically & spiritually
- To construct an ambitious curriculum designed to give PP learners the knowledge and cultural capital they need to succeed in life
- To support and develop PP pupils' experiences in school to ensure high levels of attendance
- To promote positive attitudes to learning and high expectations for the behaviour and conduct of PP learners
- To ensure all pupils experience high quality teaching & learning
- To provide opportunities in Key Stage 3 to raise PP levels of literacy and numeracy and consequently, close the gap
- To raise levels of progress and attainment enabling Key Stage 4 students to close the gap between PP and Non-PP pupils in their GCSEs
- To provide additional intervention programmes which increase PP pupils' access to the curriculum
- To provide strategies which raise vulnerable students' confidence and self-belief, enabling them to become confident learners and a valued part of the school community
- To ensure that PP learners are ready for the next stage of education, employment or training

How the pupil premium strategy plan works towards achieving the objectives:

- Our pupil premium strategy addresses the main challenges facing our pupils
- Implementation of the plan is the collective responsibility of all teachers, leaders and student support staff
- The plan involves monitoring by HOH, Subject leaders and SLT
- The impact is reviewed termly and reported to Governors

The key principles of our strategy plan:

- St Anne's has a strong commitment to raising the progress and attainment of PP pupils of all abilities
- The school aims to deliver an ambitious, broad and balanced curriculum ensuring that PP pupils will have the knowledge, skills and understanding needed for future learning and employment
- The academic success of PP pupils is underpinned by high expectations, high quality teaching & learning, targeted intervention and support, strong pastoral care and our Catholic ethos promoting the spiritual, moral, social and cultural development and well-being of our PP pupils

Challenges

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

Challenge number	Detail of challenge
1	Increased gaps in learning following lockdowns
2	Underachievement and lack of progress
3	Lack of independent learning & support to do homework
4	Low levels of literacy and numeracy
5	Low aspirations
6	Low levels of resilience & lack of confidence
7	Poor motivation & mixed attitudes to learning, behaviour
8	Poor attendance
9	Poor social development & high levels of social, emotional and mental health issues
10	Low levels of parental engagement

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
Progress 8	PP pupils to have a positive progress 8 score
Attainment 8	Close the gap of PP with non-PP
Percentage of Grade 5+ in English and maths	40% Close the gap of PP with non-PP
Attendance	95% Close the gap of PP with non-PP
Destinations	96% + staying in education or employment
FTE	In line with Nat Av
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: £ 116,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Regular retrieval tasks	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback • Homework • Collaborative learning <p>Rationale</p> <ul style="list-style-type: none"> • PP pupils can recall key information • PP pupils are supported to revise effectively • PP make connections between components of knowledge • PP pupils 'know more and remember more' • PP pupils build knowledge on prior learning <p>Actions</p> <ul style="list-style-type: none"> • HT CPD 22-23 will focus on effective strategies • Learning Walks & Work scrutiny to identify impact of retrieval 	1,2,3
2. Effective feedback	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback <p>Rationale</p> <ul style="list-style-type: none"> • PP pupils respond to feedback • PP know what they need to do to improve further • PP pupils make at least expected progress • PP pupils are confident to self/peer assess another pupils' work <p>Actions</p> <ul style="list-style-type: none"> • Work scrutiny & Learning walks to provide evidence of PP pupils responding to feedback • Half termly formative assessments 	1,2,3
3. Effective formative assessment strategies	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback • Homework • Teaching assistants <p>Rationale</p>	1,2,3

	<ul style="list-style-type: none"> • PP pupils engage with their learning and participate fully in the lesson • PP pupils can articulate what they have learnt • PP pupils make at least expected progress • Teachers can gauge the understanding of PP pupils and adapt their lessons accordingly <p>Actions</p> <ul style="list-style-type: none"> • Learning walks to evidence responsive teaching strategies addressing PP underachievement • Learning walks to evidence PP responding to formative assessment strategies and making good progress • PP Pupil voice in Learning walks show that PP pupils know how to improve • PP receive appropriate intervention • HOD/SLT review Progress Check analysis for PP pupils in all subjects & in all year groups 	
4. CPD to support teaching and improve outcomes of PP pupils	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Feedback • Homework • Mentoring <p>Rationale</p> <ul style="list-style-type: none"> • Improved pedagogy will result in better outcomes for PP pupils • Teachers strive to improve their craft to provide the best possible teaching to PP • Teachers are supported at all stages of their careers and provided with opportunities to collaborate and share best practice • T&L group continues to develop research led approach to CPD offered • Coaching triads run throughout the year to support teachers • The appraisal system is robust and stretches, challenges, and supports all staff <p>Actions</p> <ul style="list-style-type: none"> • Pop ups & CPD impact positively on high quality first teaching for PP pupils 	1,2,3

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

Budgeted cost: £ 143,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1. Y11 Targeted Intervention & revision</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Homework • Metacognition & self-regulation • Parental engagement • Small group tuition <p>Rationale:</p> <ul style="list-style-type: none"> • Progress & Attainment of High Ability PP to increase performance at Grades 9-7 • Focus needed on retrieval to improve long term memory retention of key curriculum knowledge • Learning gaps to be addressed • Increase progress of PP • Increased PP confidence & motivation • Pupils make at least expected Progress • Effective academic and pastoral support of PP pupils • Diagnosing & addressing misconceptions • Effective communication of barriers & strategies to overcome them <p>Actions</p> <ul style="list-style-type: none"> • Review Y11 Progress checks for PP • Implement effective intervention for Y11 PP • Effective follow up for Y11 PP following the mock examinations 	<p>1,2,3,6</p>
<p>2. Literacy & Numeracy Intervention to accelerate progress across the curriculum</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Metacognition & self-regulation • Small group tuition <p>Rationale:</p> <ul style="list-style-type: none"> • Y7 Baseline assessment • Strong foundations (mastery) at KS3 to improve outcomes at KS4 e.g. EBacc subjects [Maths, Science, Geography] • Strong foundations at KS3 to improve SPAG outcomes at KS4 in all subjects <p>Actions</p> <ul style="list-style-type: none"> • Monitoring of strategies by Literacy Co-ordinator and Numeracy with HOD • Updates on PP reading ages & PP reading skills • Lexia reading intervention to improve reading ability • Accelerated Reader programme to support reading for pleasure 	<p>2,3,4</p>
<p>3. School led tutoring in English & Maths to accelerate the progress of Y7 PP pupils</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Mastery Learning • Metacognition & self-regulation • Small group tuition <p>Rationale</p> <p>Y7 [56/105 pupils]</p>	<p>2,3,4</p>

	<ul style="list-style-type: none"> • KS2>3 Transition • Baseline assessment and identification of other PP pupils below expected progress <p>Actions</p> <ul style="list-style-type: none"> • PP pupils to attend English / Maths tuition • HT updates of Y7 pupils in tutoring sessions • Follow up & subject reviews as needed by HOD • Grouping adjustments to meet the needs of pupils overseen by HOD • Liaison with Maths & English Departments to ensure effective impact on curriculum implementation 	
4. Pastoral, HOH & FT intervention to support 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 [44/134 pupils] Y10 [38/123 pupils] Y9 [44/127 pupils] Y8 [41/110 pupils] Y7 [54/105pupils]</p> <ul style="list-style-type: none"> • Progress & Attainment of High Ability Pupil Premium to increase performance at Grades 9-7 <p>Actions</p> <ul style="list-style-type: none"> • HOY to oversee FT intervention for PP • HOY to report on impact of interventions • HOY liaison with subject teachers as needed • Use class charts to improve communication with parents • Non-teaching HOH to provide pastoral support • Form time standards/checks • Attendance strategy • Effective pastoral support of PP pupils 	7,8,9,10
5. KS3 & KS4 Progress Check (including E&E) follow up to increase progress & 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> <ul style="list-style-type: none"> • Specific focus on progress & attainment of PP • Effective academic and pastoral support of PP pupils • Effective communication of barriers & strategies to overcome them <p>Actions</p> <ul style="list-style-type: none"> • Subject Leaders oversee high quality teaching • SL monitor & evaluate levels of progress 	1,2,3,7

	<ul style="list-style-type: none"> • SL oversee effective support & intervention 	
6. Challenge & support of HA pupils	<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> <ul style="list-style-type: none"> • HA pupils make at least expected / exceed Expected Progress • Effective academic and pastoral support of HA PP pupils • Effective communication of barriers & strategies to overcome them <p>Actions</p> <ul style="list-style-type: none"> • Subject Leaders oversee high quality teaching of HA • SL monitor & evaluate levels of progress • SL oversee effective support & intervention • English and Maths provide extra-curricular 	1,2,3,6
7. Challenge & Support of Disadvantaged pupils with SEND	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Digital technology • Homework • Phonics • Setting • TAs <p>Rationale</p> <ul style="list-style-type: none"> • Improve standards of teaching across the school • Use SOW to ensure support for SEND is explicit in each department • Focus on skills and improving reading ability • Lexia programme to improve phonics skills • Accelerated reading programme to support regular reading for pleasure, assessment through testing and quizzes • To consolidate classroom teaching • To address reading ability at its most basic level • To enable pupils to access texts through guided reading CPD • To enable better differentiation of resources/make the curriculum more accessible/support the teacher in pitching teaching at the appropriate level • To provide statutory support for pupils with complex learning needs • Reading Comprehension rationale – to understand how readers engage with a text and determine what specific teaching is required • Parental Engagement rationale – to provide advice and guidance to parents and enable them to support their child <p>Actions</p>	1,2,3,4,

	<ul style="list-style-type: none"> • SENCO & Literacy Lead oversees high quality teaching & TA support • SENCO & Literacy Lead monitors & evaluates levels of progress • SENCO & Literacy Lead oversees effective support & intervention 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,867

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. High Levels of PP attendance	<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 • Pupils have good attendance meeting school expectation • Increased learning time • Increased progress • Removal of barriers to learning • Interaction with peers / staff avoidance of isolation • Pupils able to work independently through remote learning when required <p>Actions</p> <ul style="list-style-type: none"> • PP have attendance in line with the rest of the school • Pro-active monitoring & intervention for PP attendance daily by HOH • Analysis of PP trends • Implementation of strategies for PP • Removal of barriers to learning • Interventions in place with pupils falling below required attendance • Reduce FTE for PP pupils 	8
2. Positive PP effort in learning & 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"> • Early parental contact with behaviour points will ensure expectations are clear and support strategies agreed <p>Actions</p> <ul style="list-style-type: none"> • Regular overview of PP behaviour, FTE & Seclusions • Analyse behaviour patterns and address PP needs in lesson planning 	6,7

	<ul style="list-style-type: none"> • Pro-active strategies to promote positive behaviour engagement CPD • Uniform and basic equipment to be provided/supported • Use of class charts to communicate effectively to parents • Reduce FTE, Seclusions and behaviour points issued to PP pupils 	
3. Pupils have high aspirations, develop pupil leadership skills building self-esteem and life skills	<p>EEF:</p> <ul style="list-style-type: none"> • Aspiration interventions • Social & emotional learning • External adventure learning opportunities <p>Rationale:</p> <ul style="list-style-type: none"> • Regular engagement with PP learners in form time will support their emotional well being • Extended form time enables pastoral themes to be explored in greater depth, supporting PP learner engagement • Year group pastoral schedules ensures PP learners increased vulnerabilities are planned for • Pupils leading on the delivery of pastoral themes, helps to increase pupil engagement • SACRED days support pupils' social an emotional well being • Increased opportunities for pupil leadership • PP Pupils actively encouraged to apply for pupil leadership roles • Increased self- confidence through the development of new skills and increased levels of responsibility <p>Actions</p> <ul style="list-style-type: none"> • Monitoring and observation of PP pupils in form time • Monitoring of PP participation in leadership roles • Monitoring of PP participation in club provision • Duke of Edinburgh award scheme for KS3 pupils 	6,7,9
4. Support for pupils with social, emotional & mental health	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Social and emotional learning • Parental engagement • Behaviour interventions • Individualised instruction <p>Rationale:</p> <ul style="list-style-type: none"> • The curriculum supports pupils with SEMH needs (PHSE/Form time) • Pupils provided with one-to-one support regarding social and emotional development • Increased self-esteem and resilience amongst learners • Opportunity to continue education and learning outside of the main classroom • Coping mechanisms for mental health 	9

	<ul style="list-style-type: none"> • Problem solving skills / prioritising / time management to support children with anxiety <p>Actions</p> <ul style="list-style-type: none"> • Pupils provided with a place to go at break and lunch times • Pupils provide with ball games and activities during break and lunch times • Breakfast Club provided • Robust monitoring of Cpoms allows swift intervention when/where needed • Targeted intervention to increase progress benefits pupils socially and emotionally • Review of impact of support and strategies for PP re: social & emotional and mental well-being of pupils 	
5. Pupils are well prepared for the next stages of education, training & employment	<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 • Low aspirations for further education • PP Pupils given the confidence to pursue high aspirations • Pupils know Options pathways available to them [14/16/18] • PP pupils have access to all Pathways • Increased self-esteem, motivation and engagement • PP pupils have contact with employers & post 16 providers • Pupils choose sustainable destinations • No PP NEETs • Vulnerable PP pupils well supported during KS4 <p>Actions</p> <ul style="list-style-type: none"> • Tracking of PP participation in careers activities • Tracking of 1:1 careers appointment • Tracking of post 16 destinations for PP 	5
6. Parental engagement to identify and reduce barriers to learning	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Parental Involvement <p>Rationale:</p> <ul style="list-style-type: none"> • College supports the child and the parent in partnership • P.I and Careers to see PP as priority • Welfare & attendance support to remove barriers <p>Actions:</p> <ul style="list-style-type: none"> • Overview of parental engagement • Parent voice via HOH 	10

Total budgeted cost: £ 271,667

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 2021 to 2022 academic year.

Curriculum

- Full review of Curriculum Overviews in all subjects to ensure coverage of the National Curriculum.
- Full review of schemes of work for each subject
- Curriculum Design used to close gaps & ensure access for Disadvantaged pupils through interleaving, sequencing and retrieval

Assessment

- Aspirational targets launched for all PP pupils
- Clear expectations for ATL & Independent Home Learning

Teaching & Learning

- Embedding of retrieval practice resulting in increased PP recall of prior learning
- Use of GCSE POD
- Feedback resulting in PP pupils knowing strengths and weaknesses and how to improve

Literacy

- All students (KS3) supported via the Accelerated Reader Programme
- Students in KS4 enabling access to STAR testing diagnostics
- Lexia/Inference/Switch on also used as intervention tools
- Additional ICT access in the library was provided to support the programme
- Form time reading books provided to KS3

Resources

- All PP pupils accessing Hegarty Maths
- PP pupil access to Lexia and Accelerated Reader
- Provision of laptops to pupils

Careers Education Information and Guidance

- All PP pupils in Y11 had a one-to-one careers interview and supported with admission to college, uptake of apprenticeships
- Extra support with personal statements was provided for PP pupils
- All PP pupils in all year groups had employer encounters
- All PP pupils engaged in work experience placements or Virtual work experience unless absent due to Covid

Year 11 Summer Examinations 2022

	Whole	PP
Progress 8	-0.28 [2022]	-0.79 [2022]
Ebacc entry	13/9.4% [2022]	2/4.4% [2022]
Percentage of Grade 5+ in English and maths	40.0/47.5% [2022]	18/40.0% [2022]

Attendance

- Attendance continues to be a focus on this year's plan

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
Active Learn	Pearson
Sparx	www.sparxmaths.uk
GCSE POD	www.gcsepod.com
Lexia	www.lexialearning.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)

Planning

- Planning is overseen by a range of senior and middle leaders within their areas of responsibility

Implementation

- This is a collaborative team effort across the three key areas
 1. Teaching & Learning
 2. Targeted Intervention
 3. Wider Strategies

Evaluation

- Triangulation of evidence & evaluation of progress towards the objectives will take place termly and will involve the following:
 - Scrutiny of a range of data [Progress / Attendance / FTE]
 - Learning Walks
 - Progress Check Analysis
 - Pupil Work Scrutiny
 - Pupil Voice
 - Teacher Voice
 - Subject Leader feedback

Reporting

The PP Lead will report to governors half-termly under the line management of the HT