

Pupil premium strategy statement – St Anne’s and Guardian Angels Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	40%
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)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Headteacher and Chair of Governors
Pupil premium lead	Louise Nottage (Headteacher)

Governor / Trustee lead	Miriam Morath
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,955.00
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>	£ 14,645
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 161,600.00

Part A: Pupil premium strategy plan

Statement of intent

Our Key Principle

The key principle of our strategy plan is that all pupils should achieve, and achieve well, regardless of their background, social standing or needs. Pupils, parents and staff must have the highest aspirations and we must work together to achieve the very best standards and outcomes for our children, whatever the starting point. We must work to make our school an equitable place to study and it is our job to provide opportunities and remove barriers so that disadvantaged pupils achieve parity with their non-disadvantaged peers.

The Headteacher and Governors recognise that not all pupils who are socially disadvantaged are registered for or qualify to receive Pupil Premium funding. We reserve the right to allocate Pupil Premium funding, Recovery Grant funding and the School Led National Tutoring Programme Grant to support any pupil or groups of pupils that the school has legitimately recognised as being socially disadvantaged.

Our Aims for Disadvantaged Pupils

Our ultimate aim is to use this funding to raise progress and attainment in disadvantaged groups, closing the gap between Pupil Premium and non-Pupil Premium pupils by:

1. Diminishing the difference in levels of attainment between disadvantaged and non-disadvantaged pupils so that outcomes for these pupils are at least in line with their peers in school, locally and nationally
2. Providing disadvantaged pupils with opportunities to develop their social and cultural capital – giving pupils opportunities to experience places and events which they may not ordinarily have access to
3. Supporting pupils' speech and language skills, especially in the Early Years Foundation Stage so that this does not become a barrier to achievement in other areas of the curriculum
4. Supporting pupils' early reading skills, especially in the Early Years Foundation Stage and Year 1 so that this does not become a barrier to achievement in other areas of the curriculum
5. Improving parental engagement and parents' aspirations for their child's attainment. This includes improving the attendance and punctuality of disadvantaged pupils
6. Supporting vulnerable groups in the school (including SEND and SEMH needs) who may also be considered socially disadvantaged so that they are well prepared for the next stage of their education and for life in the modern world

Challenges

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

Challenge number	Detail of challenge
1	The % of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined is below the % of non-disadvantaged pupils achieving this standard in most year groups (significantly so in KS2) [Evidence: Summer End '23 data]
2	The % of disadvantaged pupils achieving the expected standard in Maths is significantly below the % of non-disadvantaged pupils achieving this standard across the school [Evidence: Summer End '23 data]
3	There are gaps in standards of oracy and range of vocabulary between disadvantaged and non-disadvantaged pupils with the disadvantaged taking longer to acquire and develop these skills. This is particularly acute in the Early Years Foundation Stage where poor communication and language skills is preventing children from being able to achieve the Good Level of Development (GLD). [Evidence: Teacher assessment and subject monitoring]
4	Disadvantaged pupils generally have greater difficulties with phonics than non-disadvantaged pupils which negatively impacts their development as readers. These pupils require timely intervention so that they can keep up with their peers. [Evidence: Teacher assessment and subject monitoring]
5	More disadvantaged pupils have speech and language needs than non-disadvantaged. [Evidence: Teacher assessment, subject monitoring, SEND register]
6	The attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils. In the 2023 Autumn term the average whole school attendance was 92.7% whereas the attendance of disadvantaged pupils was 88.6% for the same period (-4.1%). The school's most persistent absentee pupils for this period are all disadvantaged pupils in receipt of the Pupil Premium Grant and their attendance ranges from 60-75%. The poor punctuality of disadvantaged pupils also negatively affects their progress and attainment. [Evidence: Attendance records and AWA reports]
7	Parental engagement of disadvantaged families is often not as good as other families. We have seen that this has a negative impact on attendance, punctuality, reading, completion of home learning and the ability for a child to form positive relationships with staff and other pupils. [Evidence: Teacher observation]
8	Poverty and the increased cost of living is having a negative impact on the physical and mental wellbeing of both pupils and parents. Disadvantaged pupils are feeling this impact most acutely. They often do not have sufficient money for uniform, shoes, household bills, food, travel and other essentials. This can make accessing school and learning a challenge.

	[Evidence: Teacher observations, attendance records, safeguarding records]
9	Disadvantaged pupils often do not access the rich source of cultural experiences available to them in their local area and London in general. They often cannot afford extra-curricular activities and clubs provided by the school or other providers in the local area. This limits the pupils' experiences and their cultural capital when compared to their non-disadvantaged peers which may become a barrier to achievement in school and in life in more general terms [Evidence: Teacher observations, pupil feedback]

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
<p>Improved outcomes at the end of Reception for disadvantaged pupils.</p> <p>To raise the % of disadvantaged pupils achieving the Good Level of Development (GLD) at then end of Reception. For these children to be ready to progress to KS1.</p>	<p>Pupil outcomes for disadvantaged pupils are in line with all pupils (i.e. their peers) in school, locally (Tower Hamlets) and Nationally.</p> <p>% of pupils achieving the GLD is at least in line with National figures.</p>
<p>Improved standard of phonic knowledge for disadvantaged pupils.</p> <p>To raise the % of pupils passing the Y1 Phonics screening check.</p>	<p>Pupil outcomes for disadvantaged pupils are in line with all pupils (i.e. their peers) in school, locally (Tower Hamlets) and Nationally.</p> <p>% of pupils passing the Y1 phonics screening is at least in line with National figures. % of pupils achieving the 'Word Reading' EYFS goal is improved.</p>
<p>Improved standard of reading, writing and maths for disadvantaged pupils.</p> <p>To raise the % of disadvantaged children achieving the expected standard in reading, writing and maths at the end of the academic year/phase. The gap between the attainment of disadvantaged and non-disadvantaged pupils is closed.</p>	<p>Pupil outcomes for disadvantaged pupils are in line with all pupils (i.e. their peers) in school, locally (Tower Hamlets) and Nationally.</p> <p>% of pupils achieving EXS+ in RWM combined is at least in line with National figures.</p>
<p>Improved standard of oracy for disadvantaged pupils.</p> <p>To improve speaking, listening and vocabulary for children receiving the Pupil Premium Grant.</p>	<p>Improvements are seen across the school in assessments, observations and subject monitoring. The impact of improved oracy can be seen in writing outcomes, lesson engagement, participation in school-wide events and productions.</p>
<p>Improved outcomes for disadvantaged pupils with a Speech, Language and Communication needs.</p> <p>Disadvantaged pupils make good progress from their starting points which can be varied.</p>	<p>Children achieve in line with the objectives on their IEPs. The learning that they receive is ambitious and adults work effectively to scaffold learning and remove barriers to their success as evidenced in observations and subject monitoring.</p>

<p>Improved attendance and punctuality of disadvantaged children.</p> <p>All pupil attendance is 96%+. The attendance of non-statutory aged pupils is good and good habits are formed in the Early Years which continues as pupils move to KS1.</p>	<p>The attendance of disadvantaged pupils is in line with that of non-disadvantaged pupils and meets the national expectation (96%+)</p>
<p>Disadvantaged pupils experience a creative enrichment programme. They are supported well at transition points and are ready for the next stage of their education.</p> <p>The school supports disadvantaged pupils to experience activities, events and places that they would not ordinarily have access to. We are actively working to make the school a more equitable place to study.</p>	<p>The school has established a minimum enrichment curriculum offer which it delivers as resources and circumstances allow. Pupils have access to high quality music tuition and all learn to play a tuned instrument. They have the opportunity to perform for an audience in a variety of settings. The enrichment offer provides opportunities for purposeful enterprise activities, finding out about future education and different careers and learning basic life skills. The school works with various agencies and other professionals to ensure that pupils are ready for the next stage of their education and are supported to make this transition.</p>

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: £ 73,402.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: THEP Year group training	EEF Teaching and Learning Toolkit Reading Comprehension strategies: Impact rating +6 Very high impact for very low cost based on extensive evidence	1, 2
CPD: THEP Phonics and Spelling training	EEF Teaching and Learning Toolkit Phonics: Impact rating +6 High impact for very low cost based on extensive evidence	1, 2, 3, 4

CPD: Number Sense Maths intervention training	EEF Guidance Reports: 'Improving Mathematics in the Early Years and Key Stage 1' and 'Improving Mathematics in Key Stage 2 and 3' recommends the use of 'high quality targeted support to help all children learn mathematics' and the use of 'structured interventions to provide additional support' respectively and the training required to implement this.	1, 2
CPD: Oracy leadership training and membership to the Tower Hamlets oracy hub	EEF Teaching and Learning Toolkit Oral Language Interventions: Impact rating +5 High impact for very low cost based on extensive evidence	1, 3, 9
CPD: Middle Leadership training inc. Early Excellence EYFS training	EEF Rapid Evidence Assessment: 'Reviewing the evidence base on school leadership, culture, climate and structure for teacher retention' 'What makes great teaching? Review of the underpinning research' by Robert Coe et al.	1, 2, 3, 4, 6, 7, 9
Release time for NPQs	EEF Rapid Evidence Assessment: 'Reviewing the evidence base on school leadership, culture, climate and structure for teacher retention' 'What makes great teaching? Review of the underpinning research' by Robert Coe et al.	1, 2, 3, 4, 6, 7, 9
Curriculum Development	EEF Teaching and Learning Toolkit Mastery Learning: Impact rating +6 Very high impact for very low cost based on extensive evidence	1, 2, 3, 4, 6, 7, 9
Coaching for school leaders	EEF Rapid Evidence Assessment: 'Reviewing the evidence base on school leadership, culture, climate and structure for teacher retention' 'What makes great teaching? Review of the underpinning research' by Robert Coe et al.	1-9

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

Budgeted cost: £ 71,301.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist and support staff	EEF Teaching and Learning Toolkit Communication and Language: Impact rating +7 Very high impact for very low cost based on moderate evidence	5
Additional support staff within classes	EEF Making Best Use of Teaching Assistants Guidance Report	1, 2, 3, 4, 5, 9
Maths interventions (No Nonsense Maths and Number Sense maths)	EEF Teaching and Learning Toolkit Teaching Assistant Interventions: Impact rating +4 Moderate impact for moderate cost based on moderate evidence	1, 2
1:1 reading for targeted pupils	EEF Teaching and Learning Toolkit One to One tuition: Impact rating +5 High impact for moderate cost based on moderate evidence	1, 3, 4, 7, 8
Small group Phonics interventions	EEF Teaching and Learning Toolkit Small Group Tuition: Impact rating +4 Moderate impact for very low cost based on moderate evidence EEF Teaching and Learning Toolkit Phonics: Impact rating +6 High impact for very low cost based on extensive evidence	1, 3, 4
Small group tuition in Y6 (English and Maths)	EEF Teaching and Learning Toolkit Small Group Tuition: Impact rating +4 Moderate impact for very low cost based on moderate evidence	1, 2, 6, 7
Lunchtime book club and Librarian led 'Must Read' book club	EEF Teaching and Learning Toolkit Reading Comprehension strategies: Impact rating +6 Very high impact for very low cost based on extensive evidence	1, 3, 4, 7, 8, 9
Small group tuition (school led National Tutoring Programme)	EEF Teaching and Learning Toolkit Small Group Tuition: Impact rating +4 Moderate impact for very low cost based on moderate evidence	1, 2, 3, 4, 7
ICT hardware and software to support classroom learning	EEF Using Digital Technology to Improve Learning Guidance Report	1, 2, 3, 4, 9

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

Budgeted cost: £ 93,223.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	EEF Teaching and Learning Toolkit Extending School Time: Impact rating +3 Moderate impact for moderate cost based on limited evidence EEF Blog: Breakfast clubs found to boost primary pupils' reading writing and maths results (Guidance Report)	6, 7, 8
Specialist music tuition (whole class, small group and 1:1)	EEF Teaching and Learning Toolkit Arts Participation: Impact rating +3 Moderate impact for low cost based on moderate evidence	8, 9
School Choir enrichment	EEF Teaching and Learning Toolkit Arts Participation: Impact rating +3 Moderate impact for low cost based on moderate evidence	8, 9
Attendance and Welfare Advisor and school leadership team	DFE Guidance – Working Together to Improve School Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6, 7, 8
After school Homework Club (TA supervision)	EEF Teaching and Learning Toolkit Extending School Time: Impact rating +3 Moderate impact for moderate cost based on limited evidence	1, 2, 3, 4,
Rainbows SEMH support (Learning Mentor lead support)	EEF Teaching and Learning Toolkit Social and Emotional Learning: Impact rating +4 Moderate impact for low cost based on limited evidence	6, 7, 8
School Librarian 1 day a week	EEF Improving Literacy in Key Stage 2 Guidance Report. National Literacy Trust 'Understanding the impact and characteristics of school libraries and reading spaces'	1, 3, 4, 7, 8, 9
Farm club / workshops	Ofsted School inspection update Jan 2019: Cultural Capital	8, 9
High quality trips, visitors and workshops for each year group	Ofsted School inspection update Jan 2019: Cultural Capital	8, 9

(at least one per half term)		
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Total budgeted cost: £ 237,936.27

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS1 and KS2 End of Summer 2023 assessment data:

Green: School

Aqua: National

Purple: Local Authority Juniper School Data

Combined Reading, Writing, Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort	69.2%	46.7%	56.8%	66.7%	75.0%	53.6%
	58.0%	60.6%	52.0%	52.6%	53.0%	71.3%
	63.8%	61.4%	57.5%	58.3%	57.3%	66.5%
Boys	69.2%	28.6%	40.9%	50.0%	84.6%	35.3%
	56.0%	57.7%	46.0%	47.0%	50.0%	65.1%
	59.2%	57.5%	53.7%	54.2%	53.2%	62.9%
Girls	69.2%	62.5%	80.0%	73.7%	68.4%	81.8%
	60.1%	63.5%	58.4%	57.9%	55.6%	78.5%
	68.4%	65.5%	61.4%	62.5%	61.5%	70.2%
Disadvantaged	70.0%	27.3%	50.0%	55.6%	64.7%	52.6%
	44.4%	54.4%	35.7%	34.3%	38.9%	58.3%
	44.1%	42.9%	40.0%	40.6%	40.2%	49.1%
Non Disadvantaged	68.8%	57.9%	61.9%	72.2%	86.7%	55.6%
	63.0%	63.5%	60.3%	62.7%	61.2%	81.9%
	67.0%	64.8%	61.0%	62.0%	60.9%	70.2%

Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort	76.9%	60.0%	79.5%	85.2%	84.4%	78.6%
	67.4%	70.0%	68.5%	67.9%	71.8%	79.2%
	73.7%	72.1%	71.5%	72.8%	73.0%	78.2%
Boys	84.6%	50.0%	72.7%	87.5%	92.3%	70.6%
	66.1%	67.4%	63.5%	64.8%	70.5%	74.1%
	70.4%	69.2%	68.5%	69.7%	69.6%	74.9%
Girls	69.2%	68.8%	88.2%	84.2%	78.9%	90.9%
	68.8%	72.4%	73.8%	70.9%	73.0%	84.9%
	77.1%	75.1%	74.6%	75.9%	76.6%	81.5%
Disadvantaged	80.0%	36.4%	77.8%	77.8%	76.5%	84.2%
	56.2%	65.6%	61.8%	56.0%	64.1%	73.4%
	56.3%	55.4%	56.1%	57.6%	58.9%	64.2%
Non Disadvantaged	75.0%	73.7%	81.0%	88.9%	93.3%	66.7%
	71.7%	72.0%	71.9%	74.4%	76.4%	83.8%
	76.5%	75.1%	74.5%	75.9%	76.0%	81.1%

Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort	69.2%	46.7%	57.5%	66.7%	81.3%	71.4%
	64.4%	64.1%	55.8%	54.9%	56.9%	77.6%
	67.1%	64.8%	61.5%	62.2%	62.1%	73.3%
Boys	69.2%	28.6%	45.5%	50.0%	92.3%	58.8%
	61.1%	59.3%	50.0%	48.7%	50.8%	70.1%
	61.7%	59.6%	56.0%	56.3%	56.0%	67.6%
Girls	69.2%	62.5%	72.2%	73.7%	73.7%	90.9%
	67.7%	68.6%	62.0%	60.9%	62.3%	85.8%
	72.8%	70.2%	67.1%	68.1%	68.5%	79.0%
Disadvantaged	70.0%	27.3%	52.6%	55.6%	76.5%	73.7%
	51.0%	57.4%	39.7%	36.5%	44.2%	68.8%
	47.9%	46.6%	44.6%	45.6%	46.1%	58.5%
Non Disadvantaged	68.8%	57.9%	61.9%	72.2%	86.7%	66.7%
	69.4%	67.1%	64.0%	65.1%	64.4%	85.0%
	70.3%	68.1%	64.8%	65.6%	65.5%	76.4%

Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort	80.8%	56.7%	85.0%	88.9%	78.1%	64.3%
	70.4%	74.6%	70.6%	73.2%	70.5%	82.3%
	75.9%	74.4%	71.8%	72.2%	70.9%	76.5%
Boys	84.6%	42.9%	90.9%	100.0%	84.6%	47.1%
	69.2%	73.4%	70.0%	71.6%	71.4%	78.9%
	74.8%	74.5%	72.8%	73.2%	71.9%	77.1%
Girls	76.9%	68.8%	77.8%	84.2%	73.7%	90.9%
	71.6%	75.6%	71.4%	74.7%	69.7%	86.1%
	77.0%	74.3%	70.7%	71.3%	69.9%	76.0%
Disadvantaged	90.0%	27.3%	78.9%	77.8%	64.7%	57.9%
	60.4%	67.7%	60.5%	62.1%	60.0%	74.8%
	59.1%	58.0%	56.7%	56.7%	54.7%	61.0%
Non Disadvantaged	75.0%	73.7%	90.5%	94.4%	93.3%	77.8%
	74.0%	77.8%	75.9%	79.3%	76.6%	88.3%
	78.5%	77.4%	74.8%	75.4%	74.3%	79.8%

EYFS GLD: % of Pupils Achieving the Good Level of Development Summer 2023

All	Pupil Premium	Non Pupil Premium
54%	50%	56.3%

Y1 Phonics Check: % of Pupils Passing Y1 Phonics Check Summer 2023

All	Pupil Premium	Non Pupil Premium
79%	73%	84.6%

Intended outcome for 2022-2023	Success criteria	End of 2023 Review
Children are able to articulate	High quality speech therapy programmes with the assistance of a speech therapist ensures that the gap in PP speech and language is closed.	Ongoing The school works with a SALT who designs programmes that support staff then deliver. The gap is closing but the SEND needs and poor attendance of disadvantaged pupils is a factor in this.
The gap in attainment and progress is closed between children in receipt of PP funding and other children.	Academic tutor and well researched interventions from TA's	Ongoing End of Summer '23 assessment data shows that the gaps was closed in Y1 for RWM combined (disadvantaged outperformed non-disadvantaged) and in Y6 for Reading and Writing. Work is ongoing for other year groups where SEND and school attendance is having a negative impact on this progress.
The vast majority of socially disadvantaged pupils will meet their individual targets.	High quality, class based, teaching and learning including all children in all subjects	Ongoing All disadvantaged pupils on SEND register have an IEP which is reviewed regularly. For non-SEND disadvantaged pupils, outcomes are as above.
Effective parental pupil school support supports the children in achieving at least in line with national in RWM.	High quality home reading books, phonic books, study books, stationary and laptops for children to use at home will ensure that disadvantaged children keep up with their peers. Parent workshops online and f2f for phonics, maths, reading, writing. Update website with curriculum resources for use at home.	Ongoing The school has a dedicated webpage detailing curriculum resources and support for use at home. The school librarian has held parent events which are well attended. Additional resources were provided for disadvantaged pupils to support learning in school and at home.
Have an effective system for identifying, assessing and monitoring pupils.	Pupil progress meetings and assessment data to identify any needs so that the appropriate support can be put in place so all children can achieve to the best of their ability.	Achieved Termly pupil progress meetings identify pupils requiring additional support to achieve their target academic outcomes and wellbeing support. Regular meetings with the inclusion team monitor the impact of these actions. Class teachers play an active role in this process and parent/teacher meetings keep families informed.
A whole school approach that is known and practised by all staff.	All teachers and support staff know who the PP children are and how to support them.	Achieved Regular pupil progress meetings

<p>There is a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community. Children are confident and independent learners.</p>	<p>Develop Oracy throughout the school. Creativity and Independence is embedded in the curriculum. Racial, Justice, Equality and Diversity (RJED) programme from the Diocese of Westminster is followed throughout the school.</p>	<p>Ongoing Racial, Justice, Equality and Diversity (RJED) programme from the Diocese of Westminster is followed throughout the school. The school is a model of good practice in the Diocese. The curriculum overview has been reviewed and updated and a minimum enrichment entitlement has been written for each year group to ensure that pupils develop their cultural capital.</p>
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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

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>N/A</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>N/A</p>

Further information (optional)

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