

Pupil premium strategy statement 2022-2023

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 and Guardian Angels
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Sheila Mouna
Governor / Trustee lead	Miriam Morath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,965
Recovery premium funding allocation this academic year	£8,192
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

The aims of the funding are to raise progress and attainment in these disadvantaged groups, close the gap between Pupil Premium and non- Pupil Premium pupils and support these pupils in reaching their full educational potential. As with every child in our care, a child who is deemed to be socially disadvantaged is valued, respected and entitled to develop to his/ her true potential, irrespective of need.

At St Anne's and Guardian Angels, all members of staff and governors are accountable and committed to meeting socially disadvantaged pupils' pastoral, social, and academic needs in a caring environment. This is an integral part of the spiritual development of the whole school community. The Governors and Head Teacher have appointed a Pupil Premium Lead and a designated Governor to support and monitor the impact of the PP funding in supporting all socially disadvantaged pupils.

PURPOSE:

Our priorities at St. Anne's and Guardian Angels are:

- Teaching and learning opportunities meet the needs of all pupils.
- Appropriate provision is provided for vulnerable groups of pupils. There may be cases where certain individuals, groups or classes are prioritised over others due to need and funding.
- The progress and attainment of pupils in receipt of Pupil Premium funding is at least as good as their peers in school, local and national.
- Termly pupil progress meetings will enable the school to assess the pupils' progress for those entitled to PP. The results of these will be reported to the governing body in the Head Teacher's Report each term.

The governors recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium. The governors reserve the right to allocate the Pupil Premium and recovery funding to support any pupil or groups of pupils the school has legitimately recognised as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Disadvantaged pupils generally have greater difficulties with phonics.
3	Maths and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
5	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.
6	Parental engagement amongst PP families is often not as good as with other families.
7	PP children often do not access the rich source of cultural experiences available in our local area and London.
8	PP families often do not have sufficient money for uniform, shoes, household items, bills, food and other essentials for daily living.
9	Poverty and mental health issues impact on children's wellbeing

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
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.
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
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

<p>Effective parental pupil school support supports the children in achieving at least in line with national in RWM.</p>	<p>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.</p> <p>Parent workshops online and f2f for phonics, maths, reading, writing.</p> <p>Update website with curriculum resources for use at home.</p>
<p>Have an effective system for identifying, assessing and monitoring pupils.</p>	<p>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.</p>
<p>A whole school approach that is known and practised by all staff.</p>	<p>All teachers and support staff know who the PP children are and how to support them.</p>
<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.</p> <p>Racial, Justice, Equality and Diversity (RJED) programme from the Diocese of Westminster is followed throughout the school.</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: £127,315.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
High teacher and support staff retention as staff are valued.	School is stable with high quality, experienced teachers – no teacher left last academic year. Data shows that in most areas children achieved at least in line and sometimes above all children. As a result our PP children performed above national and LA in combined RWM, but below our school non PP in maths and writing. We have identified this as a target in our School Development Planning (SDP).	1,2,3,4
High quality CPD	Through high quality, targeted CPD, Staff subject knowledge is good in all subjects, pastoral and special needs. This means that all children's needs are met and they make good and better progress in all areas.	1,2,3,4
Curriculum planning	The curriculum is updated each year and reflects the diversity of our school community. It is creative, exciting and challenging and sequenced in a way so that children build on prior learning and achieve well in all subjects.	1,2,3,4

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

Budgeted cost: *included in above costs*

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching from dedicated teachers	Children's progress measures – data. Observations of teaching and learning.	1,2,3,4

	Review of Books. Pupil conversations.	
Reducing class sizes, where possible, thus improving opportunities to accelerate progress	Children's progress measures Observations of teaching and learning Review of Books Pupil conversations	1,2,3,4
Providing small group work with experienced teachers, tutor and teaching assistants focused on overcoming gaps in learning.	Children's progress measures Observations of teaching and learning Review of Books Pupil conversations	1,2,3,4
Support the funding of specialist learning software.	Some reluctant or SEND children have improved access to learning through use of laptops and iPads with specialist programmes.	1,2,3,4
Access to a well-stocked library with an experienced librarian.	Promotes reading for pleasure	1,2,3,4
Membership of the Tower Hamlets Oracy hub, roll out Oracy project across the school.	Children's improved speaking and listening will lead to improved writing, improved confidence and improved attainment overall.	1,2,3,4
Work closely with the Catholic Children's Society and Caritas to provide families with supermarket vouchers, school uniform, transport costs.	Children's attendance improves when they have access to uniform, shoes, transport.	8,9

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

Budgeted cost: £121,573.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual support in counselling sessions	Children with SEMH access their learning and make good progress.	4, 9

Behaviour support with Rainbows, Drawing and Talking	Learning mentors support enables vulnerable children and children with SEMH to access learning so they can make good progress.	4, 9
Providing opportunities in order to broaden horizons and aspirations for pupils eligible for PP and all children - farm club, extra-curricular clubs, class outings at least 1 each half term and Year 6 residential.	Good quality class trips, and subsidised enrichment clubs provides opportunities for children to learn outside the school environment and gives access to rich cultural experiences they may not otherwise have.	7
Attendance and welfare support	AWA support for parents helps families with strategies to get the children to school.	5, 6
Transition from primary to secondary.	Workshops support the most vulnerable to transition successfully to secondary school.	4, 9
High quality Music provision with specialist teachers.	Provides children with a rich source of cultural opportunities with free clubs for PP and talented children.	7
Parent funding for uniform, food vouchers, shoes.		8, 9
How the 2021-22 allocation was spent:		
1. Quality of Teaching and Learning		
High quality curriculum delivery		63,233.94
Staff development and training		7,320.00
Support Staff working 1:1 and small groups		56,761.32
TOTAL FOR TEACHING AND LEARNING		127,315.26
2. Resources and Enrichment		
Librarian		9,849.06
Music Teacher		13,249.20
After School Enrichment Clubs:- Professional Costs & Staff Overtime		13,340.91

After School Workers	6,068.98
Breakfast Club Workers	4,784.71
Breakfast Club Food Costs	1,220.00
Approximate Income from Breakfast and After School Clubs	(4,015.00)
Residential Trip for Year 6	(Subsidised by voluntary donations)
Curriculum Trips to Museums, Palaces etc	451.73
TOTAL SCHOOL SUBSIDY FOR RESOURCES AND ENRICHMENT	44,949.59
3. Social and Emotional/Nutrition	
Learning Mentor	10,753.08
School Counsellor	8,470.00
Attendance Welfare Officer	10,126.00
Speech Therapist	3,500.00
Morning Fruit Snack	1,500.00
Free School Meals for all PP Children in REC to Y6 = 89 Children (46%)	42,275.00
TOTAL FOR SOCIAL AND EMOTIONAL/NUTRITION	£76,624.08
TOTAL PUPIL PREMIUM SPEND	£248,888.93
TOTAL PUPIL PREMIUM GRANT	£150,965.00
DIFFERENCE	-£97,923.67

Total budgeted cost: £248,888.93

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 - 2022 results will not be used to hold schools to account.

In summer assessments our PP children performed better in RWM combined Year 1 to Year 5 than PP children nationally and locally – Juniper Benchmark Analysis summer 2021-2022. Our Early Years GDS was 73% compared to LA 60%, national 65%.

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
Half Moon Speech Bubbles - Year 2	Half Moon theatre
Reading partners Year 3	Beanstalk
Maths Mastery year Rec, Y1 and Y2	
National Tuition Partners Y4,5,6	NTP

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