

# Pupil premium strategy statement – St Anne’s RC Voluntary Academy

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

## School overview

Detail	Data
Number of students in school	640
Proportion (%) of pupil premium eligible students	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026 (updated September 2024)
Statement authorised by	Julie Sutcliffe
Pupil premium lead	Christian Ostmeier
Governor / Trustee lead	Margaret Gregory

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,200
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£264,200

# Part A: Pupil premium strategy plan

## Statement of intent

At St Anne's our core purpose is to nurture all our students in God's image to become the best version of themselves. We use our PP funding to provide a fair and inclusive education for all students by narrowing attainment gaps. Our PP objectives are rooted in our CARE strategy.

**CURRICULUM** To ensure PP students can access a knowledge rich curriculum to improve their knowledge, skills and understanding

**ATTENDANCE** To improve and celebrate good attendance at school

**RESILIENCE** To ensure resilience and mental health, and engagement in a robust careers programme

**EDUCATIONAL OUTCOMES** To engage in a variety of interventions to improve outcomes

### St. Anne's RC Voluntary Academy Objectives for Disadvantaged Students

- 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 students' 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 students 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 students in their GCSEs
- To provide additional intervention programmes which increase PP students' 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 students
- Implementation of the plan is the collective responsibility of all teachers, leaders and student support staff

- The plan involves monitoring by HOY, 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 students of all abilities
- The school aims to deliver an ambitious, broad and balanced curriculum ensuring that PP students will have the knowledge, skills and understanding needed for future learning and employment
- The academic success of PP students 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 students.

## Challenges

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

Challenge number	Detail of challenge
1	Underachievement and lack of progress
2	Lack of independent learning & support to do homework
3	Low levels of literacy and numeracy
4	Low aspirations
5	Low levels of resilience & lack of confidence
6	Poor motivation & mixed attitudes to learning, behaviour
7	Poor attendance
8	Poor social development & high levels of social, emotional and mental health issues
9	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
Improved P8 score	PP students are in line with non PP students
Increased percentage achieving 5+ in E/M	PP students are in line with non PP students
Improved attendance	PP students are in line with non PP students
Reduced NEETS	All PP students supported to enter HE/apprenticeship/work
High quality teaching	Teaching is at least good across the school
Intervention and targeted support	Intervention has taken place for literacy and numeracy
Improved engagement of parents and carers	Improved attendance at PE and positive parent voice

## 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:

- £6000 (CPD)
- £64,128 (Core subject Lead Practitioners)
- £12,000 (Literacy intervention and support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Regular retrieval tasks	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Metacognition and self-regulation</li> <li>• Feedback</li> <li>• Homework</li> <li>• Collaborative learning</li> </ul> <p>Rationale</p> <ul style="list-style-type: none"> <li>• PP students can recall key information</li> <li>• PP students are supported to revise effectively</li> <li>• PP make connections between components of knowledge</li> <li>• PP students 'know more and remember more'</li> <li>• PP students build knowledge on prior learning</li> </ul>	1,2,3

	<ul style="list-style-type: none"> <li>Focus needed on retrieval to improve long term memory retention of key curriculum knowledge</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>Learning Walks &amp; Work scrutiny to analyse impact of retrieval</li> <li>Lesson planning with PP at the forefront</li> </ul>	
2. Effective feedback	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>Metacognition and self-regulation</li> <li>Feedback</li> </ul> <p>Rationale</p> <ul style="list-style-type: none"> <li>PP students respond to feedback</li> <li>PP know what they need to do to improve further</li> <li>PP students make at least expected progress</li> <li>PP students are confident to self/peer assess another students' work</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>Work scrutiny &amp; Learning walks to provide evidence of PP students responding to feedback</li> <li>PP a specific focus of DCR's with clear targets for HODs</li> </ul>	1,2,3
3. Effective formative assessment strategies	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>Metacognition and self-regulation</li> <li>Feedback</li> <li>Homework</li> <li>Teaching assistants</li> </ul> <p>Rationale</p> <ul style="list-style-type: none"> <li>PP students engage with their learning and participate fully in the lesson</li> <li>PP students can articulate what they have learnt</li> <li>PP students make at least expected progress</li> <li>Teachers can gauge the understanding of PP students and adapt their lessons accordingly</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>Learning walks to evidence responsive teaching strategies addressing PP underachievement</li> <li>Learning walks to evidence PP responding to formative assessment strategies and making good progress</li> <li>PP Pupil voice in Learning walks show that PP students know how to improve</li> <li>PP receive appropriate intervention</li> <li>HOD/SLT review data of PP students in all subjects &amp; in all year groups</li> </ul>	1,2,3
4. CPD to support teaching and improve outcomes of PP students	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>Metacognition and self-regulation</li> <li>Feedback</li> <li>Homework</li> <li>Mentoring</li> </ul>	1,2,3

	<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>Improved pedagogy will result in better outcomes for PP students</li> <li>Teachers strive to improve their craft to provide the best possible teaching to PP</li> <li>Teachers are supported at all stages of their careers and provided with opportunities to collaborate and share best practice</li> <li>T&amp;L group continues to develop research led approach to CPD offered</li> <li>Coaching triads run throughout the year to support teachers</li> <li>The appraisal system is robust and stretches, challenges, and supports all staff</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Pop ups &amp; CPD impact positively on high quality first teaching for PP students</li> <li>Allocated CPD time on successful strategies for PP</li> <li>CPD needs based on book scrutiny/LW's</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost:

- £12,000 (half term interventions)
- £50,000 (pastoral support)
- £58,500 (LSA interventions and support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 Targeted Intervention & revision	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>Collaborative Learning</li> <li>Feedback</li> <li>Homework</li> <li>Metacognition &amp; self-regulation</li> <li>Parental engagement</li> <li>Small group tuition</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>Progress &amp; Attainment of High Ability PP to increase performance at Grades 9-7</li> <li>Increase progress of PP</li> <li>Increased PP confidence &amp; motivation</li> <li>Students make at least expected Progress</li> <li>Effective academic and pastoral support of PP students</li> <li>Diagnosing &amp; addressing misconceptions</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>Robust analysis of PP data following Y11 Progress checks</li> <li>Implement effective intervention for Y11 PP</li> </ul>	1,2,3,6

	<ul style="list-style-type: none"> <li>• E/M match up meetings to identify key students</li> <li>• Form time intervention with PP focus</li> <li>• Targeted intervention for period 6</li> </ul>	
Literacy & Numeracy Intervention to accelerate progress across the curriculum	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Feedback</li> <li>• Metacognition &amp; self-regulation</li> <li>• Small group tuition</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>• Y7 Baseline assessment</li> <li>• Strong curriculum at KS3 to improve outcomes at KS4 e.g. EBacc subjects [Maths, Science, Geography]</li> <li>• Strong foundations at KS3 to improve SPAG outcomes at KS4 in all subjects</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• Monitoring of strategies by Literacy Co-ordinator and Numeracy with HOD</li> <li>• Updates on PP reading ages &amp; PP reading skills</li> <li>• Use of Sparxreader</li> <li>• GL Assessments in E&amp;M</li> </ul>	1,2,3,4
School led tutoring in English & Maths to accelerate the progress of Y7 PP students	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Feedback</li> <li>• Mastery Learning</li> <li>• Metacognition &amp; self-regulation</li> <li>• Small group tuition</li> </ul> <p>Rationale</p> <ul style="list-style-type: none"> <li>• Y7 [63/127] students]</li> <li>• KS2&gt;3 Transition</li> <li>• Baseline assessment and identification of other PP students below expected progress</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• PP students to attend English / Maths tuition</li> <li>• HT updates of Y7 students in tutoring sessions</li> <li>• Follow up &amp; subject reviews as needed by HOD</li> <li>• Grouping adjustments to meet the needs of students overseen by HOD</li> <li>• Liaison with Maths &amp; English Departments to ensure effective impact on curriculum implementation</li> </ul>	1,3,5,4
Pastoral, HOY & FT intervention to support students making low levels of progress	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Behaviour interventions</li> <li>• Homework</li> <li>• Parental engagement</li> <li>• Social &amp; emotional learning</li> </ul> <p>Rationale:</p> <p>Y11 [47/128 = 36.7%]  Y10 [46/121 = 38.02%]  Y9 [59/114 = 51.75%]  Y8 [53/121 = 49.6%]</p>	8,5

	<p>Y7 [59/143 = 41.26%]</p> <ul style="list-style-type: none"> <li>Progress &amp; Attainment of High Ability Pupil Premium to increase performance at Grades 9-7</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>HOY to oversee FT intervention for PP</li> <li>HOY to report on impact of interventions</li> <li>HOY liaison with subject teachers as needed</li> <li>Use class charts to improve communication with parents</li> <li>Non-teaching HOY to provide pastoral support</li> <li>Form time standards/checks</li> <li>Attendance strategy</li> </ul> <p>Effective pastoral support of PP students</p>	
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"> <li>Collaborative Learning</li> <li>Feedback</li> <li>Homework</li> <li>Mastery Learning</li> <li>Metacognition &amp; self-regulation</li> <li>Parental engagement</li> <li>Small group tuition</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>Specific focus on progress &amp; attainment of PP</li> <li>Effective academic and pastoral support of PP students</li> <li>Effective communication of barriers &amp; strategies to overcome them</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>Subject Leaders oversee high quality teaching</li> <li>Robust analysis of PP data to identify students most in need of intervention</li> <li>Parental meetings with SLT/ELT based on E&amp;E</li> </ul>	9,6,1
Challenge & support of HA students	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>Collaborative Learning</li> <li>Feedback</li> <li>Homework</li> <li>Mastery Learning</li> <li>Metacognition &amp; self-regulation</li> <li>Parental engagement</li> <li>Small group tuition</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>HA students make at least expected / exceed Expected Progress</li> <li>Effective academic and pastoral support of HA PP students</li> <li>Effective communication of barriers &amp; strategies to overcome them</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>QAM calendar for all subjects with PP focus</li> <li>Robust data analysis to monitor &amp; evaluate levels of progress</li> </ul>	4



	<ul style="list-style-type: none"> <li>• Support &amp; intervention for HA/PP students</li> <li>• English and Maths provide extra-curricular activities/opportunities</li> </ul>	
Challenge & Support of Disadvantaged students with SEND	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Digital technology</li> <li>• Homework</li> <li>• Phonics</li> <li>• Setting</li> <li>• TAs</li> </ul> <p>Rationale</p> <ul style="list-style-type: none"> <li>• Improve standards of teaching across the school</li> <li>• Use SOW to ensure support for SEND is explicit in each department</li> <li>• Focus on skills and improving reading ability</li> <li>• Lexia programme to improve phonics skills</li> <li>• Accelerated reading programme to support regular reading for pleasure, assessment through testing and quizzes</li> <li>• To consolidate classroom teaching</li> <li>• To address reading ability at its most basic level</li> <li>• To enable students to access texts through guided reading CPD</li> <li>• To enable better differentiation of resources/make the curriculum more accessible/support the teacher in pitching teaching at the appropriate level</li> <li>• To provide statutory support for students with complex learning needs</li> <li>• Reading Comprehension rationale – to understand how readers engage with a text and determine what specific teaching is required</li> <li>• Parental Engagement rationale – to provide advice and guidance to parents and enable them to support their child</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• SENCO &amp; Literacy Lead oversees high quality teaching &amp; TA support</li> <li>• SENCO &amp; Literacy Lead monitors &amp; evaluates levels of progress</li> <li>• SENCO &amp; Literacy Lead oversees effective support &amp; intervention</li> </ul>	1,3,6

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

Budgeted cost:

- £10,000 (attendance support)
- £2,000 (SACRED days/Hardship)
- £36,000 (Personal development lead)

- £2,800 (Careers support)
- £8,800 (Counselling support)
- £2,000 (Trips)
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Activity	Evidence that supports this approach	Challenge number(s) addressed
High Levels of PP attendance	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Parental engagement</li> <li>• Aspiration interventions</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>• Attendance is a key factor for PP students to be successful</li> <li>• Students have good attendance meeting school expectation</li> <li>• Increased learning time</li> <li>• Increased progress</li> <li>• Removal of barriers to learning</li> <li>• Interaction with peers / staff avoidance of isolation</li> <li>• Students able to work independently through remote learning when required</li> <li>• PP have attendance in line with the rest of the school</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• Pro-active monitoring &amp; intervention for PP attendance daily by HOY</li> <li>• Analysis of PP trends</li> <li>• Home visits for PP students below threshold</li> <li>• Removal of barriers to learning</li> <li>• Interventions in place with students falling below required attendance</li> <li>• Reduce FTE for PP students</li> </ul>	8
Positive PP effort in learning & engagement in lessons	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Collaborative learning</li> <li>• Parental contact</li> <li>• Behaviour interventions</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>• Early parental contact with behaviour points will ensure expectations are clear and support strategies agreed</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• Regular overview of PP behaviour, suspensions &amp; Romero</li> <li>• Analyse behaviour patterns and address PP needs in lesson planning</li> <li>• Pro-active strategies to promote positive behaviour engagement CPD</li> <li>• Uniform and basic equipment to be provided/supported</li> <li>• Use of class charts to communicate effectively to parents</li> </ul>	6,7

<p>Students have high aspirations, develop pupil leadership skills building self-esteem and life skills</p>	<p>EEF:</p> <ul style="list-style-type: none"> <li>• Aspiration interventions</li> <li>• Social &amp; emotional learning</li> <li>• External adventure learning opportunities</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>• Regular engagement with PP learners in form time will support their emotional well being</li> <li>• Extended form time enables pastoral themes to be explored in greater depth, supporting PP learner engagement</li> <li>• Year group pastoral schedules ensures PP learners increased vulnerabilities are planned for</li> <li>• Students leading on the delivery of pastoral themes, helps to increase pupil engagement</li> <li>• SACRED days support students' social an emotional well being</li> <li>• Increased opportunities for pupil leadership</li> <li>• PP Students actively encouraged to apply for pupil leadership roles</li> <li>• Increased self- confidence through the development of new skills and increased levels of responsibility</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• Monitoring and observation of PP students in form time</li> <li>• Monitoring of PP participation in leadership roles</li> <li>• Monitoring of PP participation in club provision</li> <li>• Encourage Duke of Edinburgh award scheme for KS3 students</li> </ul>	<p>6,7,9</p>
<p>Support for students with social, emotional &amp; mental health</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Parental engagement</li> <li>• Behaviour interventions</li> <li>• Individualised instruction</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>• The curriculum supports students with SEMH needs (PHSE/Form time)</li> <li>• Students provided with one-to-one support regarding social and emotional development</li> <li>• Increased self-esteem and resilience amongst learners</li> <li>• Opportunity to continue education and learning outside of the main classroom</li> <li>• Coping mechanisms for mental health</li> <li>• Problem solving skills / prioritising / time management to support children with anxiety</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• Students provided with a place to go at break and lunch times</li> <li>• Students provide with ball games and activities during break and lunch times</li> <li>• Breakfast Club provided</li> </ul>	<p>9</p>

	<ul style="list-style-type: none"> <li>• Robust monitoring of Cpoms allows swift intervention when/where needed</li> <li>• Targeted intervention to increase progress benefits students socially and emotionally</li> <li>• Review of impact of support and strategies for PP re: social &amp; emotional and mental well-being of students</li> <li>• Referrals to external agencies where required</li> <li>• Weekly discussion of PP students during pastoral meetings</li> </ul>	
Students are well prepared for the next stages of education, training & employment	<p>EEF Evidence</p> <ul style="list-style-type: none"> <li>• Aspiration Interventions</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>• Less support for PP students from family network</li> <li>• Low aspirations for further education</li> <li>• PP Students given the confidence to pursue high aspirations</li> <li>• Students know Options pathways available to them [14/16/18]</li> <li>• PP students have access to all Pathways</li> <li>• Increased self-esteem, motivation and engagement</li> <li>• PP students have contact with employers &amp; post 16 providers</li> <li>• Students choose sustainable destinations</li> <li>• No PP NEETs</li> <li>• Vulnerable PP students well supported during KS4</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>• Tracking of PP participation in careers activities</li> <li>• Priority for 1:1 careers appointment</li> <li>• Tracking of post 16 destinations for PP</li> <li>• Support by FT's in completing application forms</li> </ul>	5
Parental engagement to identify and reduce barriers to learning	<p>EEF Evidence:</p> <ul style="list-style-type: none"> <li>• Parental Involvement</li> </ul> <p>Rationale:</p> <ul style="list-style-type: none"> <li>• School supports the child and the parent in partnership</li> <li>• PD/Careers to see PP as priority</li> <li>• Welfare &amp; attendance support to remove barriers</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Overview of parental engagement</li> <li>• Parent voice via HOY/PE's/K2S</li> <li>• SLT to contact parents of PP students if feedback is not supportive of school</li> </ul>	9

**Total budgeted cost: £264,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged students

Whole cohort	<b>2024 Actual results</b>
P8 score	-0.18
9-5 Eng & Maths	44.4%
9-4 Eng & Maths	60.5%
A8	4.23
eBacc	3.58
% entries eBacc	21%
Disadvantaged	<b>2024 Actual results</b>
P8 score	-0.43
9-5 Eng & Maths	36.8%
9-4 Eng & Maths	44.7%
A8	3.57
eBacc	3.08
% entries eBacc	23.7%

### 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
Active Learn	Pearson
Sparx	<a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a> and Sparxreader

GCSE POD	www.gcsepod.com

## Service pupil premium funding (optional)

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

## Further information (optional)

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