

Pupil premium strategy statement

This statement details St Ann's Well Academy'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 Ann's Well Academy
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	48.77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Emma Thorne
Pupil premium lead	Emily Ashdown
Governor / Trustee lead	Mathilda Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,208
Recovery premium funding allocation this academic year	£14,935
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	£154,143

Part A: Pupil premium strategy plan

Statement of intent

Our vision at St Ann's Well Academy is to empower pupils, irrespective of their background or the challenges they face, to acquire, demonstrate and articulate knowledge, skills and personal values that will support them as life-long learners and citizens of the future. Thus, our intention is that we support our disadvantaged pupils to achieve that goal and succeed in line with their non-disadvantaged peers.

Pupils who are in receipt of Pupil Premium Funding face specific barriers to reaching their full potential and, at St Ann's Well Academy we are determined to provide the support and guidance that they need to help them overcome these barriers.

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 in our school.

Whilst we are relentless in our pursuit of academic equity for our disadvantaged pupils, it is also important that other barriers are broken including economic and social and emotional issues through the careful targeted use of Pupil Premium funding.

Our approach will be responsive to common challenges and individual needs raised across school through diagnostic assessments and professional knowledge of our pupils. In response to this, we will prioritise:

- Developing teaching pedagogy, ensuring it's of a consistent high quality, through continuing professional development.
- Increase attainment and progress of our disadvantaged pupils through the use of pupil progress and attainment data to inform the planning of interventions and provision (including adult deployment)
- Support our disadvantaged pupils with their social and emotional difficulties
- Improve rates of attendance our disadvantaged pupils
- Increase the support for pupils who have limited experiences beyond their home life and immediate community.

Challenges

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

Challenge number	Detail of challenge
1	Development of Early Language Acquisition Internal observation and analysis indicates the majority of our disadvantaged pupils start Nursery below age related expectations in terms of language acquisition and communication and language. Consequently, this is a key aim for our younger children.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers which negatively impact their development as readers.
3	Internal attainment data in reading, writing and maths indicates cohort specific gaps where disadvantaged pupils are attaining below that of non-disadvantaged pupils.
4	Improving attendance and reducing persistent absence – particularly for disadvantaged pupils. Implementing a range of strategies to improve attendance and measures to lower persistent absence.
5	Supporting key disadvantaged pupils with the impact on their wellbeing during the pandemic. Focussing on those individuals for whom the pandemic has had the most impact and need more intensive or specialised support.
6	Due to financial constraints, our disadvantaged pupils are unable to engage in school trips and enrichment opportunities that allow them to participate fully in the academic work that proceeds these. Pupils have limited experiences beyond their home life and immediate community.

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 oral and language skills in EYFS. Raised outcomes and accelerated progress in Communication and Language in F1 / F2 with a particular emphasis on supporting those whose language acquisition is further behind their peers.	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our younger pupils where we have targeted the support for this initiative.
To diminish the gap between Pupil Premium and non-Pupil premium in phonics attainment.	Less than 10% gap between Pupil Premium and non-Pupil Premium attaining the pass mark in the phonics test. Internal assessments evidence good progress for all pupil premium children within phonics and reading. New Systematic Synthetic Phonics scheme embedded.
All disadvantaged Pupil Premium children continue to make good or better progress	All disadvantaged Pupil Premium children demonstrate they have made good or better progress over the academic year in reading,

<p>from their starting point September 2021 in reading, writing and maths.</p> <p>Continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance in reading, writing and maths.</p>	<p>writing and maths whatever their starting point.</p> <p>Their books show progress term on term.</p> <p>Data collection points demonstrate progress towards attainment gap closure between Pupil Premium and non-Pupil Premium children for reading, writing and maths</p> <p>The quality of teaching and learning is judged to be 100% good with 30% outstanding.</p> <p>All staff consistently and effectively identify misconceptions and provide effective interventions to address with immediacy as evidenced in barriers files.</p>
<p>All disadvantaged pupils at St Ann's Well Academy will attend school in line with or better than the National Average for Pupil Premium children.</p> <p>Persistent Absence for Pupil Premium numbers are less than the National Average.</p>	<p>Overall Pupil Premium attendance is in line with the National Average or better by the end of the academic year.</p> <p>The percentage of Pupil Premium children is less than the National Average (10%).</p>
<p>To support key individuals who have experienced a more significant impact on their wellbeing / emotional and social needs through a range of strategies.</p>	<p>Through professional dialogue, observation and via pupil feedback a rise is tangible in pupil well-being, especially for disadvantaged pupils.</p>
<p>All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.</p>	<p>All pupils take part and participate in enrichment activities.</p> <p>Teachers and support staff plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DC Pro reports and pupil voice.</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: £34,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on an oral language intervention.	The Education Endowment Foundation (EEF) has found that oral language approaches have a high impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Staff training on a Systematic Synthetic Phonics programme.	The Education Endowment Foundation (EEF) has found that phonics teaching and intervention can positively benefit pupils, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Staff training on reading.	DfE The Reading Framework: Teaching the Foundations of Literacy. “Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils success. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.” This document highlights the importance of reading fluently and its progressive nature across the year groups.	2, 3
Further embed the use of a systematic maths programme (Power Maths)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	3
Peer to peer coaching in teaching and learning	Support from colleague to colleague of effective and highly effective teaching practice via observation, modelling, team teaching and professional dialogue leads to improved teaching and learning practice which in turn leads to better learning and learning outcomes.	2, 3
Staff training regarding metacognition,	EEF note that the average impact of metacognition and self-regulation strategies is an additional seven months progress over the course of a year.	2, 3

linked to our learning behaviours and feedback.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF note that providing feedback is well-evidenced and has a high impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £94,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for our most vulnerable pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3
Teaching assistants withdraw pupil premium children for interventions	If children have misunderstood a concept, they will revisit the learning with a TA to help them overcome their misconception. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

<p>Targeted intervention groups based on half termly data to ensure pupil premium children are making good or better progress in reading, writing and maths.</p>		<p>1, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support from the attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending.</p> <p>Continue to embed pupil awards and incentives for good school attendance.</p> <p>Continue to enhance robust systems and procedures for attendance.</p> <p>Continue to establish with parents' good attendance habits.</p>	<p>Attendance has been identified as a barrier to learning. Too many of our pupil premium pupils are not in school enough. The dedicated time to support our families, has and will continue to improve the attendance rates.</p> <p>The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attend</p> <p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress.</p> <p>NFER research found that school which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance.</p> <p>DfE improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their</p>	<p>4</p>

	nurseries and address them as soon as they become concerned.	
Counselling for specific learners.	<p>Individual counselling records show individual impacts in a range of ways – that have led to improved wellbeing and academic engagement.</p> <p>DfE Counselling in Schools: a blueprint for the future states: The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf</p>	5
Fund the cost of out of school trips / experiences.	<p>Evidence shows that pupils learning is enhanced through greater engagement in immersive education. EEF 3-6 months increase in learning progress. Creative and connected curriculum shown to improve pupils' engagement and raise standards.</p>	5, 6
Uniform contribution	<p>Whilst it is acknowledged that uniform on its own does not increase attainment (EEF research), we believe that it is important to support the inclusion and well-being of our pupils who are eligible by removing the barrier.</p>	5, 6
Contingency fund for acute issues.	<p>Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £155,215

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.

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

Our internal assessments during 2020-21 indicated that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track in previous years our targets for disadvantaged pupils were not fully realised. Progress over last year was impacted by COVID-19 but this was across all pupils and there were few data trends rather these were cohort specific impacting at varying degrees.

Attainment and Progress

Year Group Overview 2020/2021:

Reception

	% at ARE	% Exp prog
Reading	75	100
Writing	75	100
Maths	75	100

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	% at ARE	% at GD	% Exp prog	% at ARE	% at GD	% Exp prog	% at ARE	% at GD	% Exp prog	% at ARE	% at GD	% Exp prog	% at ARE	% at GD	% Exp prog	% at ARE	% at GD	% Exp prog
Reading	53	20		50	13	85	44	6	92	53	7	93	60	10	78	62	15	93
Writing	60	7		44	13	85	38	0	85	53	0	100	60	10	100	54	8	86
Maths	67	13		56	13	92	38	6	85	67	7	93	45	10	89	69	15	93
SPAG	60	7		44	13	85	44	0	77	60	7	100	65	0	100	62	15	93
Combined	47	7		44	13	92	38	0	85	47	0	93	45	10	89	54	8	93

Pupil Premium pupils have had the opportunity to access personalised interventions to suit their individual needs throughout the year. However, school closure meant that our pupils were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we had intended.

Year 1 - Phonics data met the target of 76%, 5 children on the SEND register.

Year 2 – 2 children did not make expected progress in reading, writing and maths.

Year 3 – 2 children did not make expected progress in reading (both SEND) and writing (1 SEND) and 3 in maths (2 are SEND).

Year 4 – 2 children did not make expected progress in reading and maths and 1 child did not make expected progress in writing.

Year 5 – 2 children did not make expected progress in reading, 1 in writing and 3 children in maths.

Year 6 – 2 children did not make expected progress in reading, 4 in writing (2 SEND) and 2 in maths (both SEND)

Coaching and Mentoring

Relevant staff received coaching and mentoring support where required which improved the quality of teaching and learning.

Let's Think English

Implementation of Let's Think English throughout Years 1 to 6. Children's thinking are developing.

Attendance

Our data indicates that our pupil premium children attend marginally less than our non-pupil premium children. However the attendance of our pupil premium children is in line with the national pupil premium attendance.

	Current	National
All	94.4%	94.1%
PP	94.2%	94.1%
Non-FSM	94.7%	96.5%

Pupil Mental Health and Wellbeing

Pupils have had access to tailored support. Teachers have noticed an improvement in the pupils in respect of their confidence, friendships and management of friendships.

Providing High Quality Music Provision and Tuition

The enrichment activity has increased pupil confidence and resilience to try something new and broadened their understanding of music and cultural capital.

Providing Wider Experiences

Curriculum development has increased pupils' experiences and developed their wider knowledge and cultural capital when and where it was able to take place.

After School Clubs

Pupils have been offered 8 different after school clubs however this was limited due to operating in bubbles. All of the clubs were sports related. 59 pupils took part in the after school clubs. Increased confidence is evidenced amongst pupils.

Photography Workshop

Unfortunately, due to COVID, this workshop was unable to take place.

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
Music Tuition	Nottingham City Council Music Provision
Sport tuition	Nottingham Forest in the Community
FSM vouchers due to COVID	Nottingham City Council
Dance Tuition	Learn by Design

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)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Offering a wide-range of high quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Magic Breakfast – We offer years 1 to 6 bagels as pupils enter the classroom.
- Deputy Head Teacher is taking part in the National Professional Qualification: Leading Teacher Development. This knowledge will be applied within coaching and mentoring sessions with staff in the classroom thus improving teaching and learning.