

## Pupil premium strategy statement

This statement details St Ann's Well Academy'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 Ann's Well Academy
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	11 <sup>th</sup> September 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Emma Thorne
Pupil premium lead	Emily Smithurst
Governor / Trustee lead	Mathilda Stone

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,415
Recovery premium funding allocation this academic year	£15,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£179,435

# Part A: Pupil premium strategy plan

## Statement of intent

At St Ann's Well Academy, we endeavour to fulfil the Pupil Premium Policy set out by the LEAD Academy Trust by deploying the following trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- Clear responsive leadership
- Having a whole school ethos of attainment for all
- Addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- Monitoring and addressing low attendance
- Facilitating high quality teaching for all continued professional development of staff
- Meeting individual learning needs including those pupils who are the most able and seemingly need no support
- Deploying staff effectively, both teaching and support staff
- Using pupil progress data to inform the planning of interventions and provision

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.

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.
- Increasing 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)
- Supporting our disadvantaged pupils with their social and emotional difficulties
- Improving rates of attendance our disadvantaged pupils
- Removing barriers to learning created by poverty, family circumstance and background
- Accessing a range of opportunities to develop their wider world experiences

## Challenges

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

Challenge number	Detail of challenge
1	<p>Language development and communication</p> <p>Starting points are significantly low on entry to school, and often, pupils display poor language and communication skills. This can also include limited language acquisition, making it difficult for children to access the curriculum on entry to school.</p> <p>50% of St Ann's Well Academy pupils are identified as speaking English as an additional language, compared to 20.2% nationally.</p>
2	<p>Attainment</p> <p>Lower attainment gained by pupil premium pupils in years 3 to 6.</p> <p>Year 3 – Wide gaps evident within all core subjects. Progress was in line with non-pupil premium pupils in all core areas apart from maths. Accelerated progress for pupil premium pupils was particularly high in writing and maths (46% and 57% respectively).</p> <p>Year 4 – Within all core subject areas, pupil premium pupils lag behind non-pupil premium pupils by 6-8%</p> <p>Year 5 – Reading has a wider attainment gap though 53% of pupil premium pupils made accelerated progress. An 11% gap exists between pupil premium and non-pupil premium pupils in writing and a 5% gap in maths. This cohort made accelerated progress of 59% in these subjects.</p> <p>Year 6 – Pupil premium pupils lag behind their peers in reading and writing but are above in maths. Over 35% of pupil premium pupils made accelerated progress in the core subjects.</p>
3	<p>Attendance and punctuality</p> <p>There is a current gap between pupil premium and non-pupil premium pupils for absence and persistent absence.</p>
4	<p>Mental Health and Wellbeing</p> <p>The lingering impact of coronavirus and the cost of living crisis has led to an increased need of mental health and wellbeing support across school. The impact on our families is becoming more and more evident.</p>

5	<p>Enrichment, life experiences and aspirations</p> <p>Pupils have limited experiences outside of school and their immediate community. Parents often have not continued in further education and many families have limited finances to support their children to experience enrichment opportunities. This has been exasperated in recent years by the pandemic and now with the cost of living crisis.</p>
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## 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>To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including vocabulary.</p>	<p>All teaching (including the teaching of reading and phonics) is good and there are effective use of evidence based oracy strategies to support talk in lessons.</p> <p>Assessment data will demonstrate progress is being made in reading and phonics.</p> <p>Vocabulary progression for specific subjects is development and implemented to support development of language across school.</p>
<p>To continue to ensure minimal gap between pupil premium pupils and non-pupil premium pupils' performance in reading, writing and maths whilst ensuring good or better progress from their starting points in core subject areas.</p> <p>To improve attainment for pupil premium pupils reaching the expected standard so that it is in line with peers at the end of KS2.</p>	<p>Outcomes for pupil premium pupils reaching the expected standard in reading, writing and maths will have increased from the starting points by the end of:</p> <p>2023 / 2024</p> <p>2024 / 2025</p> <p>2025 / 2026</p> <p>Data will indicate that pupil premium pupils have made good or better progress in core subject areas.</p>
<p>To sustain attendance of pupil premium pupils to ensure it is in line with the national average.</p> <p>To ensure persistent absence percentages for pupil premium pupils is less than the national average.</p>	<p>Attendance of pupil premium pupils being maintained at National Average and if not action is taken immediately to provide support / targeted intervention to the family,</p> <p>Weekly and termly attendance data will demonstrate that the % of pupil premium pupils who are persistently absent is lower than National Averages.</p>
<p>To improve mental health and wellbeing for all pupils in school, which ultimately has an overall impact on the behaviour of pupils across school.</p>	<p>Improved levels of mental health and wellbeing can be seen through:</p> <ul style="list-style-type: none"> <li>• Quantitative data from wellbeing assessments, and internal intervention shows an overall improvement in mental health and wellbeing (MHST / Therapat)</li> </ul>

	<ul style="list-style-type: none"> <li>• Triangulation of data and pupil / parent voice, plus any additional data through external agency support shows impact of actions taken.</li> </ul> <p>Positive behaviour for learning is consistently role modelled throughout school.</p>
All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.	<p>Pupils will have experiences and be able to draw upon a wide range of culturally rich life experiences, which we have implemented and that will have impact of their aspirations and academic applications.</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: £90,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching by providing CPD in oracy.</p> <p>Implement an oracy rich learning environment.</p> <p>Deliver communication and language interventions for children identified as requiring further support in this area using Talk Boost.</p>	<p>Research by the Sutton Trust states: 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Speech and communication lies at the heart of classroom practice. It is the predominant way in which teachers provide instruction and support to their students and is central to how most students engage with the curriculum. Without strong communication strategies pupils struggle to articulate their learning, challenges they are facing, misconceptions they have or manage their feelings and emotions. An oracy rich curriculum with additional interventions to support pupils lacking in the 4 areas of oracy can impact holistically on pupils' attainment and wellbeing.</p>	1, 2, 4

	<p>Oral language approaches have a high impact on pupil outcomes. The Education Endowment Foundation found that oral language approaches made an additional 6 months of progress for children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Quality first teaching by providing CPD in writing.</p> <p>Strands of writing:</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Active English into Key Stage 2</li> <li>• Phonics including pre-phonics</li> </ul>	<p>Research by the Sutton Trust states: ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>The Education Endowment Foundation (EEF) has found that fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Thus a clear spelling strategy across school is required to free our children from the cognitive load of spelling.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1, 2
<p>Quality first teaching by providing CPD in maths</p> <p>Strands of maths:</p> <ul style="list-style-type: none"> <li>• Greater depth</li> <li>• Times tables</li> <li>• Active Number</li> </ul>	<p>Research by the Sutton Trust states: ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>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:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>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:</p> <p>The EEF produced documentation reviewing evidence for the teaching of mathematics:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf?v=1666895118">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf?v=1666895118</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1666895124">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1666895124</a></p>	1, 2

<p>CPD regarding meeting the needs of our SEND pupils</p>	<p>Research by the Sutton Trust states: 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Pupils with Special Educational Needs and Disability have the greatest need for excellent teaching and are entitled to provision that supports achievement at and enjoyment at school.</p> <p><a href="#">EEF Special Educational Needs in Mainstream Schools</a></p>	
<p>Expert maths leader to support staff in mentoring / coaching capacities to refine practice and raise attainment.</p>	<p>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.</p> <p>Evidence from Cambridge International:  <a href="https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf">https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</a></p> <p>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:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF produced documentation reviewing evidence for the teaching of mathematics:  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf?v=1666895118">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf?v=1666895118</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1666895124">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1666895124</a></p>	<p>2</p>
<p>Expert English lead to support staff in mentoring / coaching capacities to refine practice and raise attainment.</p>	<p>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.</p> <p>Evidence from Cambridge International:  <a href="https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf">https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</a></p> <p>Guidance reports from the EEF:  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1666902244">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1666902244</a></p>	<p>1, 2</p>

	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1666902181">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1666902181</a>	
Peer to peer coaching in teaching and learning including delivery of the ECT programme of study	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. Evidence from Cambridge International: <a href="https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf">https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2
Effective use of formal assessment to identify and target gaps. <ul style="list-style-type: none"> <li>• Assessment for learning</li> <li>• Feedback</li> <li>• NTS assessments and Shine</li> </ul> Small group reactive intervention approach and pre-teaching approach.	Providing feedback is well-evidence and has a high impact on learning outcomes particularly low attainers where explicit feedback has been given.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  Professional dialogue with teaching staff has resulted in discussions about using TAs daily to deliver immediate intervention following feedback from the class teacher.	2
1:1 reading opportunities for PP children with a volunteer	Why Closing the Gap Matters (Oxford Press) suggests the importance of pupils vocabulary in relation to their academic success. 'Vocabulary is a huge predictor of how far children from any background will succeed a school and beyond.'  Oral language approaches have a high impact on pupil outcomes. The Education Endowment Foundation found that oral language approaches made an additional 6 months of progress for children.	1, 2

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

Budgeted cost: £51,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2</p>
<p>Teaching assistants withdraw pupil premium children for interventions</p>	<p>If children have misunderstood a concept, they will revisit the learning with a Teaching Assistant to help them overcome their misconception.</p> <p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence of the importance of feedback given:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2</p>
<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>If children have misunderstood a concept, they will revisit the learning with a TA to help them overcome their misconception.</p> <p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence of the importance of feedback given:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2</p>
<p>Targeted booster / catch up provision</p>	<p>The EEF found that small group tuition has had an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2</p>
<p>Additional teaching</p>	<p>This support for key individuals allows those pupils to flourish socially, emotionally and academically. It also</p>	<p>1, 2</p>

assistant support for key learners	allows other teaching assistant time to be relentlessly focused upon academic support and intervention.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,219

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 DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Working_together_to_improve_school_attendance.pdf">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p>The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend</a></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 nurseries and address them as soon as they become concerned.</p>	3
Attendance (consultant) officer	Attendance Officers provide key support in raising attendance, the profile of attendance, identifying and	3

	supporting key issues including working to support families where persistent absence is a consideration.	
Breakfast club places for key pupils (to support punctuality and attendance)	Internal assessments indicate that these children have a positive start to the day with their peers which in turn supports a positive attitude towards learning. <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;utm_term=breakfast">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;utm_term=breakfast</a>	3, 4
MHST worker in school for 1:1 and group work for identified pupils and families to deliver specific programmes of work.  Therapist – counsellor  Mental health lead and mental health first aider	Individual counselling records show individual impacts in a range of ways – that have led to improved wellbeing and academic engagement.  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.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf</a>	4
Fund the cost of out of school trips / experiences.	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.	2, 5
Uniform, shoes or other items purchased for our disadvantaged families who are in need and financially struggling	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.	3, 4
Parental Engagement	The Education Endowment Foundation found that parental engagement with their child's learning activities has a positive impact with an average of 4 months additional progress in primary school and rising to 5 months in early years settings.	1, 2,3,4
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £179,435**

## 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.

#### **Intended outcome 1**

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.

#### **Impact**

Within F2, Communication and Language, 80% attained expected in speaking and 87% attained expected in listening, attention and understanding. There was no difference between both pupil premium and non-pupil premium groups were in line at 80% for speaking and 87% listening and understanding.

Within F1, Communication and Language, 65% are currently attaining the expected level for speaking and 62% for listening, attention and understanding. Pupil premium pupils are outperforming non-pupil premium pupils in speak and listening, attention and understanding.

Early years teaching team have received Talk Boost training. Pupils from F1 have been baselined and identified and targeted intervention begins in Autumn term. Pupils joining our reception class from elsewhere will be baselined in the Autumn term to assess whether interventions are required.

#### **Intended outcome 2**

To continue to diminish the gap between Pupil Premium and non-Pupil premium in phonics attainment.

#### **Impact**

This academic year, 76% passed the phonics screening from the total cohort. 85% of pupil premium pupils passed the phonics screening, which is higher than those who are non-pupil premium.

All staff have been trained in ELS phonics and the programme is followed in F2 and Year 1. F1 begin the phonics journey by the acquisition of listening and attention skills. To prepare the pupils for our high expectations within phonics, F1 children are exposed to GPC in an appropriate context to their age and stage of development. Pupils are assessed half termly and interventions take place for gaps in phonics thus ensuring that pupils keep up with the rate of phonics teaching where possible. The phonics programme and associated interventions will continue for this academic year.

### **Intended outcome 3**

To ensure Pupil Premium children continue to make good or better progress from their starting points from September 2022 in reading, writing and maths.

#### **Impact**

##### **Reading**

Year 1

Pupil Premium pupils made 100% good progress in reading with 41% of Pupil Premium children making accelerated progress.

Year 2

Pupil Premium pupils made 93% good progress. Those who did not will be targeted for intervention and extra reading sessions. Small steps of progress are being made for some pupils in this cohort. 14% have made accelerated progress.

Year 3

100% of Pupil premium children made good or better progress with 38% making accelerated progress in reading.

Year 4

100% of pupil premium children made good or better progress with 53% making accelerated progress in reading.

Year 5

Two pupil premium pupils made less than expected progress in reading and will be targeted to make accelerated progress. 38% made accelerated progress.

Year 6

100% of pupil premium pupils made good or better progress. One of which scored a standardised score of 99. 39% of pupils made accelerated progress in reading.

##### **Writing**

Year 1

All pupil premium children have made good or better progress with 25% making accelerated progress in writing.

Year 2

All pupil premium children have made good or better progress with 43% making accelerated progress in writing.

Year 3

All pupil premium children made good or better progress with 31% making accelerated progress in writing.

Year 4

All pupil premium child made good or better progress with 65% make accelerated progress in writing.

## Year 5

Two pupil premium pupils did not make accelerated progress and will be targeted for accelerated progress. 31% of pupils made accelerated progress.

## Year 6

All pupil premium children made good or better progress with 50% making accelerated progress.

## Maths

### Year 1

Two pupils did not make expected progress in maths and will receive targeted interventions to promote accelerated progress. 17% of Pupil Premium pupils made above expected progress.

### Year 2

All but 1 child made good or accelerated progress in maths with 47% making accelerated progress.

### Year 3

100% of pupil premium children made good or accelerated progress in maths with 25% making accelerated progress.

### Year 4

100% of pupil premium children made good or accelerated progress in maths with 53% making accelerated progress.

### Year 5

100% of pupil premium children made good or accelerated progress in maths with 44% making accelerated progress.

### Year 6

100% of pupil premium children made good or accelerated progress in maths with 33% making accelerated progress.

## Intended outcome 4

Continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance in reading, writing and maths.

## Impact

PP vs non-PP ARE	Cohort:	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP											
		(20)	(8)	(16)	(14)	(16)	(14)	(17)	(12)	(16)	(14)	(18)	(12)											
Reading	15	75%	3	38%	8	50%	10	71%	10	83%	10	71%	9	53%	10	83%	7	44%	11	79%	13	72%	11	92%
Writing	15	75%	3	38%	6	38%	10	71%	8	50%	8	57%	8	47%	7	58%	6	38%	10	71%	10	56%	10	83%
Maths	13	65%	3	38%	6	38%	11	79%	10	63%	8	57%	9	53%	7	58%	8	50%	12	86%	15	83%	9	75%
SPaG	15	75%	3	38%	6	38%	9	64%	10	63%	8	57%	11	65%	10	83%	7	44%	10	71%	12	67%	11	92%
Combined	13	65%	3	38%	5	31%	10	71%	7	44%	7	50%	6	35%	6	50%	6	38%	9	64%	9	50%	9	75%

### Year 1

Pupil premium outperforms non pupil premium in all areas.

#### Year 2

Pupil premium children are underperforming against non-pupil premium children. Whilst this gap has not widened, we need to ensure that these pupils are targeted for accelerated progress.

#### Year 3

Pupil premium children are underperforming against non-pupil premium children. Whilst this gap has not widened, we need to ensure that these pupils are targeted for accelerated progress.

#### Year 4

In writing and maths, the disadvantaged gap has begun to close. In reading and SPAG, the gap has not widened and we need to continue to ensure that pupils make accelerated progress in order to close the gap further.

#### Year 5

The rates of good and accelerated progress in year 5 were good and need to continue in order to close the gap with non-Pupil Premium children.

#### Year 6

Overall, whilst there remains a gap between Pupil Premium and non-Pupil premium children, this gap is narrower than it was.

### **Intended outcome 5**

To diminish the attainment gap in writing against other subject areas and thus reduce the gap between pupil premium and non-pupil premium pupils.

#### **Impact**

In year 1, pupil premium pupils outperform non-pupil premium in writing. In years 3 and 4 groups are broadly in line. Years 2 and 5 show the greatest disparity though in both year groups, there are a high number of special educational needs. Both year groups will be targeted for writing.

### **Intended outcome 6**

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.

#### **Impact**

Current national average for attendance is 92.5%. Pupil premium pupils attendance is 0.4% below this with a difference of 2.4% between the two groups. Continued targeting of key families will ensure the importance of attendance and time lost at school.

### **Intended outcome 7**

Persistent Absence percentages for Pupil Premium children are less than the National Average.

### **Impact**

The attendance officer has received training from Nottingham City and LEAD and liaises with the EWO regularly. There is a gap between the PA of Pupil Premium and non pupil premium pupils. This will continue to be addressed.

### **Intended outcome 8**

To support key individuals who have experienced a more significant impact on their wellbeing / emotional and social needs through a range of strategies.

### **Impact**

Parents of pupils who have been referred to the mental health support team have found it particularly beneficial for themselves and their child. Staff have commented on improvements in children as a result of the MHST intervention.

Therapat - Evidence shows 100% of children continued to show improvement after the sessions have ended, demonstrating these long lasting positive changes.

### **Intended outcome 9**

All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.

### **Impact**

A variety of after school clubs were offered and 101 pupils attended in total. Of these pupils, the percentage of non-pupil premium and pupil premium pupils attending were broadly in line.

Varying enrichment opportunities have taken place across school including: Captivating Creatures; the Space Centre; Holocaust museum; Eureka; Netball and basketball events; visit to the mosque, church visits; Galleries of Justice – exhibition regarding knife crime; school sleepover; allotment visits; library visits; Albert Hall visit; pantomime; Viking day, Roman day; Victorian day; Mini police; police car visit; fire engine visit; my maths story; Tarmac workshops; photography workshop; author workshops; mental health workshops regarding worries and transition;

We will continue to offer enrichment opportunities for our children. We will research after school clubs that the children would like to take place and will offer these accordingly where possible.

## **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*



<b>Programme</b>	<b>Provider</b>
Music Tuition	Nottingham City Council Music Provision
Sport tuition	Nottingham Forest in the Community
Essential Letters and Sounds	Oxford Owl
Power Maths	Active Learn
Espresso Coding	

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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: