

Pupil premium strategy statement – Annecy Catholic Primary School

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

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

School Context

Annecy Catholic Primary School is situated in Seaford, on the Coast in East Sussex. The school is a 1 form entry primary, serving a diverse multicultural and transient pupil population.

The school has pupils from varied ethnic minority backgrounds. A number speak English as an Additional Language. The School’s deprivation indicator is above the national average.

34 pupils are on the Pupil Premium register. This is 17.7% of the whole school and is broadly in line with the national average. Of pupils on the Pupil Premium register 8% are in EYFS, 15% are in Key Stage One and 67% are in Key Stage Two.

The percentage of pupils eligible for Free School Meals is currently 17.7%. All children eligible for free school meals are also on the Pupil Premium register.

Of the current role, 18% of children have English as an Additional Language.

The proportion of pupils identified by the school as having learning difficulties and/or disabilities is above average, currently at 16%, (National Average 12.6%).

School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-23 2023-24 2024-25
Date this statement was published	Dec 31 st 2023
Date on which it will be reviewed	April 2024
Statement authorised by	LGC
Pupil premium lead	LJohnson (-Dec31st 2023) LBrowne (Jan 1 st -)

Governor / Trustee lead	
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67060.25
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6815.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£69788.71
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£136848.96

Part A: Pupil premium strategy plan

Statement of intent

Annecy Catholic Primary School is committed to meeting the needs of our disadvantaged learners through our culture of high expectations, carefully planned quality first teaching and a challenging curriculum based on prior knowledge. Where there is an identified need, children will be supported through targeted pastoral, social and academic support at the right time. We expect school staff to develop strong and positive relationships with all pupils and their families. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. We strive to do all that is within our powers to ensure that any barriers to learning are broken down and the children are not limited by their social-economic backgrounds. We aim to provide an equity of experience through our curriculum, as well as access to extra-curricular activities and experiences.

Our aims:

Our main aim in allocating the Pupil Premium Grant is to narrow the gap between children who are disadvantaged, including those who qualify for Free School Meals, or looked after children. Our Strategy focuses on ensuring children have secure English and Maths skills and Mental Health and Wellbeing.

Our Guiding principles:

- All pupils in the Pupil Premium group will be considered for support to raise attainment or other factors which could lay the foundation for future learning.
- Consistent high quality support is monitored by the school, avoiding wastage of precious financial resources.
- Activities are evaluated for impact by the school on a regular basis.
- Success criteria are set for each child on Pupil Premium activities.
- Focussed feedback is given to pupils, showing a clear way to improve further.
- Our Pupil Premium Co-ordinator has a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils.
- All our staff are aware of pupils receiving the Pupil Premium and how funding is being spent.
- Attainment and progress of each Pupil Premium child is tracked on a half termly basis
- There are a range of strategies available and each child is considered for each strategy.
- A Governor is responsible for feeding back to the full Governing Body about the implementation of the Pupil Premium programme.

Our objectives:

In spending the Pupil Premium Grant, we have the following objectives:

- To narrow the gap between all pupils eligible for the Pupil Premium Grant, including the more-able achievers by improving the percentage of pupils in each year group who make more than expected progress.
- To enrich the curriculum through a range of extracurricular activities and enhance the social, emotional and cultural development of our children.
- To improve independence and develop social skills and mental well-being.

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Challenges

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

Challenge number	Detail of challenge
1	Building upon children's spoken vocabulary to ensure that the curriculum is accessible, particularly on entry to school.
2	Ensuring children have regular adult support with their reading and that they read from a wide range of texts – many do not read at home
3	Developing children's learning behaviours - how they see themselves as learners and how they think about their learning (metacognition) in order to build upon levels of confidence, independence and engagement.
4	Children not having access to the same level of resources and experiences as their peers.

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
The gap in children's oracy and vocabulary levels has decreased in line with their age or above.	Children's oral and written ability is in line or becoming closer to that of their peers and the National Curriculum expectations.
Children's reading, writing and maths assessment at Key Stages and end of year data	The percentage of disadvantaged pupils achieving end of year expectations will be in

is in line with end of year/key stage expectations.	line with those who are not considered to be disadvantaged.
Children have a positive view of themselves as learners and will be independent in their learning.	Pupil surveys will show that disadvantaged pupils view themselves confidently and positively as learners. Disadvantaged pupil engagement at extra-curricular activities increases.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching CPD – phonics training for all staff</i>	EEF toolkit. DfE accredited SOW research and training.	1,2,3,4
<i>Support Staff CPD – supporting children with a high level of need. PDA training</i>	EEF toolkit. Quality First teaching. EEF guide to the effective use of Pupil premium funding.	1,2,3,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Keystage One teacher support – intervention groups</i>	EEF Tool Kit. EEF Guide to Pupil Premium	1,2,3,4
<i>Key stage two TA / teacher support intervention groups</i>	Targeted deployment of trained teaching assistants has been shown to be beneficial (EEF) EEF Tool Kit. EEF Guide to Pupil Premium	1,2,3,4
<i>Reading resources KS2</i>	EEF Tool Kit. EEF Guide to Pupil Premium	2,4
<i>Spelling Resources Whole school</i>	EEF Tool Kit. EEF Guide to Pupil Premium	1,2,3,4
<i>TA support – Intervention S & L EYFS</i>	EEF Tool Kit. EEF Guide to Pupil Premium Targeted deployment of trained teaching assistants has been shown to be beneficial (EEF)	1,2,3,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher and Inclusion Manager monitor attendance of all, especially disadvantaged learners. Attendance support from ESBAS	Pupils with good attendance will make better progress.	1,2,3,4
<i>Thrive Support</i>	To support pupils with understanding and opportunity to talk about a range of situations Offering support, therapy, advice and assessment for pupils	3,4
Supporting with purchase of uniform, school trips etc.	Maintains Equality	4

<p>Music Intervention To ensure all children access co-curricular enrichment activities and trips including residential opportunities in order to boost social development, improve learning skills, foster team working, build life skills and encourage creativity.</p>	<p>EEF Tool Kit EEF Guide to Pupil Premium Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.</p>	<p>1,3,4</p>
<p>To target those children requiring support with developing social skills, self-esteem and positive behavior choices Purchase of Zone of Regulation materials and training</p>	<p>EEF Tool Kit. EEF Guide to Pupil Premium. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement. Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures</p>	<p>3,4</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of EYFS and Key Stage One outcomes were below national averages in July 2023.

End of Key Stage Two attainment was in line for reading and maths but below in writing. Progress data is well below average for writing and average in reading and maths. Children in receipt of pupil premium achieved scores in line with national averages and equal to pupils not in receipt of pupil premium. In reading, the average standardised score of a pupil premium child was just above national average. (107)

Percentages of persistent absence and general absence levels were below national and local authority averages.

Continued work needs to be done to increase progress scores for disadvantaged pupils across key stage one and two in writing. In EYFS, the percentage of pupils leaving with a good level of development in writing also needs to increase.

Phonics interventions and teaching are beginning to have an impact but systems put into place need to be fully embedded.

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
Times Tables Rockstars	Maths Circle Limited

Service pupil premium funding – NA (No pupils in receipt of this)