



St. Anselm's Catholic Primary School Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of Pupil Premium and Recovery Premium funding for the 2021 to 2022 academic year 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 impact that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St. Anselm's Catholic Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Maria O'Connell Headteacher
Pupil Premium lead	Alison Kelly-Keegan Deputy Headteacher
Governor lead	John Madders Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,245
Recovery premium funding allocation this academic year	£3,045
School-led tutoring grant	£2,632
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	£35,992



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Pupil Premium Strategy Plan

Statement of intent

At St Anselm's, we believe that children learn best when they feel happy, secure and well cared for, therefore our first priority is the provision of strong pastoral care in a nurturing environment. We aim to develop in our children a passion and love of learning by providing an enriched, broad and balanced curriculum; that delivers a high quality, inclusive education for all, so that each may reach their full potential. Inclusion at St Anselm's ensures that teaching and learning meets the needs of all pupils. The needs of socially disadvantaged pupils are recognised and catered for within our curriculum. Barriers to learning could include: weak communication and language skills, lack of confidence or self-esteem, attendance and punctuality issues, more frequent behaviour difficulties. There may also be some complex family situations which prevent a child from flourishing. Vulnerable pupils with social and emotional needs are supported to improve their health and wellbeing, thereby removing barriers to learning and consequently fuller access to curriculum provision. It is our aim to ensure that vulnerable pupils similarly have access to a variety of enrichment activities such as the arts and extra physical activities funded from the pupil premium grant so that they too can develop their talents to the full.

Our ultimate objectives for Pupil Premium children are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support children's mental health and wellbeing to enable them to access learning at an appropriate level.

Our plan will work towards these objectives by:

- Ensuring Quality First teaching is in place for all pupils, in all lessons,
- Rigorous tracking and monitoring of pupils' progress which identifies the priority for individuals or groups to receive extra provision funded by the pupil premium to help them achieve
- A clear assessment process to identify areas of achievement and carefully plan next steps for learning.

The key principles of our strategy plan are:

- Targeted interventions to effectively support children and enable access to learning
- Individual or small group tutoring with suitably trained and qualified teachers or teaching assistants
- Enabling access to enrichment activities such as sports, specialist music lessons and the arts,
- Ensuring availability of wellbeing and mental health facilities including a learning mentor, school counselling service and
- Ensuring opportunities to express themselves through Pupil Voice, for example the School Council, Green Ambassadors and external visits and trips.



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Challenges

Challenge number	Detail of challenge
1	<p>Academic barriers:</p> <ul style="list-style-type: none"> • A lower percentage of pupil premium children are achieving above expected in Reading, Writing and Maths in comparison to the cohort. • **35% of our children eligible for PP also have SEND needs** • Increasing number of children joining the school with reduced oral communication and language skills in EYFS, coupled with complex unidentified SEND needs.
2	<p>External barriers:</p> <ul style="list-style-type: none"> • Increased social and emotional needs / home pastoral care concerns for some children eligible for pupil premium - **26% needing additional support from Educational Psychologist, Play Therapist or Wellbeing and Learning mentor. • Analysis of attendance data of children who were at the school in the previous academic year shows PP children had an attendance rate 3% lower than the school average. • Poor attendance can affect learning opportunities and progress
3	<ul style="list-style-type: none"> • Some children eligible for pupil premium may not have the same opportunities for enrichment activities as their cohort: sporting clubs, music.
4	<p>Barriers arising from COVID 19 pandemic:</p> <ul style="list-style-type: none"> • Some PP families have experienced loss of work, financial hardship and changes in home circumstances. • There have been reduced expectations and resources available to some families while working at home. • The majority of parents have reduced expectations of their children in terms of workload and achievements. 57% of current cohort are working below year group expectations.

Intended outcomes

Intended outcome	Success criteria
To support families experiencing financial hardship and changes in family circumstances.	Uniform assistance for PP children. Hampers in summer/Christmas, SPA family fund to attend SPA activities. PP funding for residential school journeys, trips and extra-curricular activities.
To give targeted support through extra tuition and small group teaching for children who are eligible for PP, looking particularly at those who have additional SEND needs.	Individual support plans for children with SEN who are eligible for PP detailing the support received to ensure they reach their potential. Regular intervention and boosting in phonics, reading, writing and maths in addition to daily maths and English lessons.
To increase the number of PP children with SEN meeting the year group expectations.	Regularly assess the impact of this support and adapt when needed.



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	SENCO leads an intervention group of key targeted children in Year 3.
To ensure PP children in EYFS and KS1 reach the expected level in speaking and listening. To ensure all children with PP in EYFS and KS1 are supported to ensure they continue to progress in speaking and listening.	To baseline assessment of all EYFS language levels and plan teaching of language accordingly. To track speaking and listening in KS1 to ensure children are making the expected progress and are on track for meeting expectations. To plan focused small group activities to develop S&L in these classes and excel progress. To focus on speaking and listening during learning walks and in pupil progress meetings. To use specific speaking and listening interventions to ensure clarity of language development.
To ensure that all PP children are emotional and socially ready to learn, providing support when this is needed through enhanced PHSE provision, increased in-class support from the Class Teacher and TA, support from the Wellbeing and Learning mentor, play therapist or Educational Psychologist. To support any families who have difficulties at home in the best interest of the child.	Children are resilient, settled, happy and ready to learn. Teachers, TAs and wellbeing staff work closely with targeted PP children to build their self-esteem and resilience. Regular meetings to discuss SEMH difficulties regarding PP children. All PP children have wellbeing check ins with trusted member of staff. All staff awareness to ensure that additional emotional needs of PP children are identified early.
To narrow the attendance difference between PP children and the school average. To work with parents to make sure PP children are meeting at least the school target attendance of 97%	To monitor the attendance of any child eligible of PP and work with parents to ensure they meet the school's attendance target. To raise the attendance of PP children so it is line with their cohort. Weekly phone calls regarding attendance, support with accommodating attendance outside of school hours.
To ensure PP children have the same opportunities for enrichment activities as their cohort.	To ensure all PP children are offered at least one suitable school enrichment activities. All PP children attend additional small group teaching tailored to their additional needs.
To provide opportunities for pupil voice and personal development as required.	Regular check ins Leadership opportunities (wellbeing ambassadors, number chums, GIFT team) Social skills support Social skills intervention as appropriate
To raise the attainment of PP children to ensure that more children are achieving Age Related expectations and that some children are achieving at greater depth.	All children have the technology resources they need to fully complete and participate in home learning.



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Year 6 afternoon pre-teaching group TOTAL £422.28	Year 6 pre-teaching to address gaps in learning, during school time 3 PP children taught by HLTA (KT) 40mins x4 week= 2hrs 40mins total 1PP child taught by HLTA (KT) 30mins x2 week = 1 hr total	1, 2 4
SENCO targeted writing interventions TOTAL £620.46	Year 3 targeted 3 PP children writing reading and phonics group 45 mins x 3 each week	1, 2, 4
Access to extra-curricular activities, trips, visits and clubs. TOTAL £5,571	Uniform cost assistance Y6 school journey Class trips Access to OSC and enrichment Clubs A&J Soccer Dodgeball & Multisport Instrumental music tuition.	3
Teaching Total £9,370.85		

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

Budgeted cost: £10,881.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led Tutoring TOTAL £3,510	We have identified 13 children across the school. These children have some gaps in their learning that could be effectively addressed through school-led tuition. The tuition is provided by qualified teachers or TAs, following a programme suited to their needs, outside school hours, 2 hours per week for 7 weeks. There are assessment sessions scheduled to measure baseline and impact.	1, 2, 4
One to One reading support session	18 PP children receive 1:1 10mins reading daily with a teacher or TA.	



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TOTAL £7,371		
Targeted Academic Support Total £10,881		

Wider strategies

Budgeted cost: £ 17,012.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor £ 2,051.96	Fully trained and qualified learning mentor to support a PP child with emotional regulation, behaviour difficulties and readiness for learning. Learning mentor supports 2 PP children in Year 2, for two hours per week, during English lesson. 1-1 session in wellbeing room, with 1PP child 30 mins per week Learning mentor supports 2PP children in Year 5, for one hour per week, during English lesson. Learning mentor guides 1 PP child in a friendship group, 45mins per week.	1, 2, 4
Play Therapist £12,075	Catholic Children's Society therapist weekly	2, 4
Social skills targeted intervention £273	Year 5 and 6 identified social skills intervention using Alex Kelly 'Talkabout' 30mins x 2 per week	2, 4
TA led social skills support at lunchtimes £2047.50	Year 5 and 6 PP children have been identified as having limited social skills.	2, 4
Football skills lunchtime group provided by Barnet FC £41.30	To improve resilience, social skills, resolving conflict.	2, 3 4
Attendance support	1 hour per week attendance monitoring to ensure increased attendance	1, 4



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£523.38	through: first day calling, contact low attenders and follow up conversations.	
TOTAL £14,960.18		
Wider Strategies Total = £17,012.14		

Total budgeted cost: £ 36,834.39

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.

<p>Pupil Premium children received targeted support throughout the 2020-2021 academic year. This support was provided in school where possible, through booster and intervention sessions, daily reading support and pre/post teaching support to address misconceptions and gaps in learning.</p> <p>Additional phone check ins and tailored support was provided during the remote learning sessions in Spring term 2021. For example, additional support materials were posted online to ensure children could access the learning materials for lessons.</p> <p>Upon return in Spring, swift teacher assessments took place to gauge learning levels and provide transition support. This included the St Anselm's 'recap to rebuild' strategy which ensured children made a happy and settled return to in class learning.</p> <p>Summer Term 2021 assessments showed that Pupil Premium children had made steady progress throughout the academic year, with 58% achieving ARE in Reading, 62% achieving ARE in Writing, and 71% achieving ARE in Maths.</p>
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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
N/A	N/A

Service pupil premium funding (optional)

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



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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)

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 pupils, that is not dependent on pupil premium or recovery premium funding.