



St Anne Line Catholic Junior School

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Anne Line Catholic Junior School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2024 2024 to 2025 2025 to 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nathalie Watson
Pupil premium lead	Lisa Short
Governor / Trustee lead	Vince Toman

Funding overview for 2023 to 2024

Detail	Amount
Pupil premium funding allocation this academic year	£62635
Recovery premium funding allocation this academic year	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that disadvantaged children achieve at least as well as all pupils nationally by the end of KS2 in reading, writing, maths and GPAS.
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	To improve attainment of all children in receipt of PPG at the end of KS2
2	On entry baseline assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	To support the most vulnerable pupils to achieve their full potential by providing support through The Beehive

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
Challenge 1 To achieve higher rates of progress and attainment in all subjects for pupils eligible for PP.	The gap is closed between pupils eligible for PP and other children.
Challenge 2 Accelerated progress in year 3 in reading, writing, GPAS and maths.	Attainment by the end of the year matches or exceeds age related expectations.
Challenge 3 To provide support to the most vulnerable pupils	All pupils reach their full potential

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning by Questions</i>	This teaching tool enables the power of continuous formative assessment giving immediate feedback to both pupil and teacher.	1, 2, 3

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

Budgeted cost: £ 43790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants to work with small groups and one to one support	EEF supports this approach to show that teaching assistants have a positive impact on the outcomes of children's learning.	1, 2, 3
Targeted one to one and small group tuition		1, 2, 3

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

Budgeted cost: £ 23225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beehive Nurture Provision / Learning Mentors	Targeted families supported by the learning mentor Vulnerable pupils make better than expected progress	1, 2, 3

Total budgeted cost: £ 69015

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

End of Key Stage 2

Reading

	No. of pupils meeting age related expectations	% of pupils meeting age related expectations	No. of pupils exceeding age related expectations	% of pupils exceeding age related expectations
All pupils (63)	57	90%	17	27%
Pupil premium (9)	9	100%	1	11%
Non-Pupil Premium (54)	48	90%	16	28%

Writing

	No. of pupils meeting age related expectations	% of pupils meeting age related expectations	No. of pupils exceeding age related expectations	% of pupils exceeding age related expectations
All pupils (63)	59	94%	22	35%
Pupil premium (9)	9	100%	1	11%
Non-Pupil Premium (54)	50	93%	21	39%

GPAS

	No. of pupils meeting age related expectations	% of pupils meeting age related expectations	No. of pupils exceeding age related expectations	% of pupils exceeding age related expectations
All pupils (63)	59	94%	34	54%
Pupil premium (9)	9	100%	4	48%
Non-Pupil Premium (54)	50	81%	30	49%

Mathematics

	No. of pupils meeting age related expectations	% of pupils meeting age related expectations	No. of pupils exceeding age related expectations	% of pupils exceeding age related expectations
All pupils (63)	57	90%	22	35%
Pupil premium (9)	9	100%	1	11%
Non-Pupil Premium (54)	48	90%	21	39%

Combined Results (Reading, Writing and Mathematics)

	No. of pupils meeting age related expectations	% of pupils meeting age related expectations	No. of pupils exceeding age related expectations	% of pupils exceeding age related expectations
All pupils (63)	53	84%	10	16%
Pupil premium (9)	9	100%	0	0
Non-Pupil Premium (54)	46	85%	10	16%

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	