St Anne's Academy Pupil Premium Strategy Statement 2022/23

School overview

Detail	Data
School name	St Anne's Academy
Number of pupils in school	776
Proportion (%) of pupil premium eligible pupils	394/776 = 50.77% Y7 66/137 = 48.18% Y8 91/170 = 53.85% Y9 84/163 = 51.53% Y10 80/158 = 50.63% Y11 73/148 = 49.32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Chris Heyes, Headteacher
Pupil premium lead	Rebecca Box, Assistant Headteacher
Governor / Trustee lead	Megan Cosh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£402,865
Recovery premium funding allocation this academic year	£67,878
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	**£470,743**

Part A: Pupil premium strategy plan

Statement of intent

All members of staff, the local governing committee and The Cranmer Education Trust, are committed to enriching the lives of all our students, regardless of their background or prior attainment. We aim to meet their academic, pastoral, and social needs within an aspirational, caring, and nurturing environment. We expect that our students will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential as a child then as an adult. We owe it to all our students to ensure they are given every chance to succeed through our vision and values, 'the best for everyone, the best from everyone, we have faith in our future.'

Pupil Premium was introduced by the Government in April 2012 to provide additional support for disadvantaged students. The additional funding was to help schools 'narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds.' At St Anne's Academy, we have a much higher than national average number of students with Pupil Premium funding. It is therefore important that their needs are met through high quality provision. The Pupil Premium money will be spent on supporting our students by removing barriers to ensure they gain the skills, knowledge and expertise they need to succeed.

To be successful in improving outcomes for disadvantaged and vulnerable students eligible for Pupil Premium we will:

- Draw on research evidence (such as EEF Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Be clear about the importance of ensuring that day-to-day teaching meets the needs of our learners, rather than relying on interventions to compensate for teaching that is less than good. Quality first teaching is paramount.
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest grades.
- Ensure all staff know which students are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Thoroughly analyse which students are underachieving and why and then provide appropriate intervention and support.
- Ensure there is a constant cycle of assessment, feedback and improvement and that this is planned for in lessons.
- Use data frequently to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure all staff, including support staff, are highly trained and understand their role in helping our students to achieve.
- Systematically focus on giving our students clear, useful feedback about their work, and ways they can improve it.
- Provide well-targeted support to improve learning, attendance, behaviour or links with families where these were barriers to a student's learning.
- Through careful monitoring and evaluation, be able to demonstrate the impact of each aspect of PP spending on the outcomes for our students.

- Provide an enriching curriculum that includes a wide range of extra-curricular activities and opportunities such as work experience, visits to higher education establishments and enriching activities such as theatre and art galleries.

This can be achieved through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework. Below are some of the key processes and strategies employed by staff to maximise progress and attainment for pupils eligible for Pupil Premium.

Effective teaching and learning – all staff recognise and accept that the vast majority of students' progress comes out of Quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive on focussed staff development in 'The St Anne's Way' in ensuring that pupils know more and learn more.

Data tracking – is used rigorously across the across the academy and identifies all underachieving pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of the academy.

Literacy support – the development of strong literacy skills is a whole academy focus. Levels of progress and attainment are carefully tracked and monitored across the academy. Students with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged students with literacy difficulties, the Pupil Premium funding is used to meet their needs in order to remove this barrier to learning. Due to research showing that disadvantaged students are less likely to make up any reading age gap on their own compared to non-disadvantaged students, disadvantaged students are always prioritised for interventions.

Targeted support – is provided across the curriculum and arrangements are made for resources to be available for each student as needed. Intervention will be in three forms; targeted in-class support, tailored individual or small group support during period 6 and out of hours intervention.

Educational experiences – support is given to ensure students have full access to broad educational experiences and opportunities.

Attendance – staff, parents, carers and students understand the link between attendance and achievement. Attendance for students is checked and acted upon with a first day response. Systems are in place to make early identification of issue, need and action.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for disadvantaged pupils need further improvement. In 2019 the Progress 8 for disadvantaged pupils was –0.65 and in unvalidated 2022 it was -0.57 We have a much higher percentage of PP than national, this represents the majority of our cohort.
2	Wider gaps in knowledge due to COVID 19 pandemic.
3	Recruiting and retaining effective specialist teachers.
4	Passivity and less positive attitudes to learning of some students.
5	Disadvantaged students arrive from primary school with a legacy of underachievement. <table><tr><td>Year Group</td><td>Non-PP Reading % not met national standard</td><td>PP Reading % not met national standard</td><td>Non-PP Maths % not met national standard</td><td>PP Maths % not met national standard</td></tr><tr><td>Y7</td><td>24</td><td>43</td><td>24</td><td>43</td></tr><tr><td>Y10</td><td>16</td><td>36</td><td>20</td><td>33</td></tr><tr><td>Y11</td><td>20</td><td>34</td><td>21</td><td>23</td></tr><tr><td>Y11 Class of 2022</td><td>25</td><td>41</td><td>22</td><td>32</td></tr></table>
6	No valid KS2 for current Y8 and 9. (Table of CATs SS data). <table><tr><td>Year Group</td><td>Non PP Average CATs Score from Transition</td><td>PP Average CATs Score from Transition</td></tr><tr><td>Y8 class of 2026</td><td>94.32</td><td>91.89</td></tr><tr><td>Y9 class of 2025</td><td>93.16</td><td>88.58</td></tr></table>
7	Lower levels of literacy hinder access to the whole curriculum. Percentages of PP students that currently have a reading age matching the expected level: Y7: 35% Y8: 33% Y9: 41% Y10: 40% Whole School (Y7-10): 37%
8	Low aspirations and self-esteem of some students.
9	Attendance is below that of Non PP and persistent absence is higher than that of Non PP.
10	Exclusion rates and incidents of negative conduct can be disproportionately higher for some students.
11	Support our students with complex social, emotional and behaviour needs.

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
Improve the progress and attainment of disadvantaged pupils through high quality teaching and learning	Achieve top quartile for progress by disadvantaged students amongst similar schools (upper confidence to be at least -0.2) Achieve top quartile for attainment by disadvantaged students amongst similar schools Achieve top quartile 5+ EM scores for similar schools (at least 30% or better)
Consistent high-quality teaching for all	Good teaching across the board in line with career stage Successful curriculum reviews
Improve attendance and reduce persistent absence	Improve to national average for all students Data shows increase in attendance and reduction in persistent absence
Improved literacy skills and reading ages	Increase the percentage of PP students that have a reading age matching the expectation from 37% to at least 66% (in-line with NA for all students)
100% student engagment in wider academy life	Increased participation in extra – curricular activities/opportunities and student leadership Pupils are confident, independent learners, with positive attitudes to learning as evidenced in QA, Class charts and AtL scores

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: £ 143,318

Activity	Evidence that supports this approach	Challenge number(s)
CATs testing for Y7 students	Recognised standardised test allows us to baseline. Includes reliable indicators for national tests and examinations including Key Stage 2 SATs, GCSEs as well as indicators for different regions of the UK (GL Assessments)	6
Y7 students issued with a reading book	Only 73% of children leaving primary school in 2019 reached the expected level for reading nationally – This means that 1 in 4 children will not read well in school and beyond. One in eight disadvantaged children don't own a single book. Children that read regularly and have regular access to books know on average 1.4 million more words than those that don't. These children are exposed to those rare words in books that offer extra special value for language development, they impact on a child's readiness to learn and ability to have rich reading experiences. Closing the Reading Gap – Alex Quigley	1 & 7
Weekly literacy form sessions	The focus of these sessions is to expose students to a variety of texts and combine reading, oracy and writing to demonstrate comprehension, inference, correct use of vocabulary and fluency. EEF Recommendations 5 and 6.	1 &7
Newly adapted curriculum in place for all subjects	In July 2021 Ofsted published a collection of curriculum research reviews to support and inform school and curriculum leaders to think about the education they are offering. Provision maps now include detail of when subjects plan for high quality student feedback and homework. EEF recommendation 5 and 6.	1,3 & 4
Robust and supportive Quality Assurance system in place to routinely review the typicality of teaching	Internal evidence from 2021-2022 shows positive impact of the quality assurance systems that are now in place. Evidence collated from 2020-2021 shows an increase in good or better teaching and this is further supported by the improved outcomes in summer 2022. Where teaching or subject outcomes have been judged to require improvement, bespoke support is in place.	1,3 & 4
Staff CPD programme linked to school priorities and is evidenced based	Ofsted report Dec 2021 identified the need for improvements in the delivery of reading across the school land to also improve the support for students with Special Educational Needs. Therefore, this has shaped our CPD programme for 2022-2023. - Literacy – reading - Oral Language Interventions (EEF +6) - Phonics (EEF +5) - Reading comprehension (EEF +6) - Behaviours for Learning - SEND	1,3 & 4

Use of coaches to support RI teachers	Using research driven coaching models (BASIC Model of coaching, Andy Buck) to support teachers in aspects of their practice. Institute for Effective Education shows sustained coaching improves both classroom teaching and pupil achievement, with pooled effect sizes of +0.49 standard deviations for teaching and +0.18 standard deviations for academic achievement. The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence (February 2018), *Review of Educational Research, Vol 88, Issue 4*	1,3 & 4
Sharing of best practice through the trust, LA and subject networks gives access to quality CPD	Attending calendared half termly Trust and LA meetings to ensure school priorities are continuing to develop. See section above (Staff CPD programme linked to school priorities and is evidenced based).	1,3 & 4
Effective data tracking (SISRA) based on high quality assessment to identify students for interventions Y11 'Know my Class' teacher data sheet and QLA informs intervention and planning	To ensure that teachers are clear that the purpose of assessment is to improve achievement not just measure attainment, and develop systematically the teaching and learning skills that drive pupils' progress in lessons (The impact of the 'Assessing pupils' progress' initiative OFSTED 2011).	1 & 5
Calendared exam and mock exam analysis meetings with SLT	Allow senior and middle leaders to connect all the elements of assessment in a coherent policy for raising achievement that clarifies the accountability of staff and outlines strategies for monitoring and evaluation (The impact of the 'Assessing pupils' progress' initiative OFSTED 2011).	1
Y11 Maximise Event (revision skills and free revision guides)	Key event to close the gap between the student groups, encourages ALL students to revise and provides the resources and the techniques to do so. Having a consistent revision guide enables us to support students using and engaging in revision.	1
Tutorial time used for additional curriculum time Y10: Maths and Y11: Science	EEF teaching-learning toolkit/extended school time The evidence indicates that, on average, pupils make two additional months' progress per year through the targeted use of before and after school programmes.	1 & 2

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

Budgeted cost: £ 169,694

Activity	Evidence that supports this approach	Challenge number(s)
ARTs & GL Assessment EXACT testing (reading ages)	Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. - EEF Improving Literacy in Secondary Schools Recommendation 7.	1 & 7
Employ an academic mentor Additional support for Y7-10 in English and maths and the Link students	EEF teaching-learning toolkit/small group tuition The evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, four months additional progress.	1 & 2
Small group tuition Y11 morning tutorials, Saturday school, Core PE English and maths sessions and holiday revision	EEF teaching-learning toolkit/small group tuition The evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, four months additional progress.	1 & 2
Accelerated reader delivered in form time for all KS3 students	Initial EEF reports show up to 3 months additional progress made by students using AR. The latest EEF reports acknowledge that AR has 'positive impacts on pupil reading ability, reading stamina, and attitudes'	1 & 7
Phonics intervention is for identified students in Y7 – 10 (17 students)	Targeted Literacy Intervention is recommended by the EEF in recommendation 7. The EEF suggests that students with a word recognition age of 9 years 5 months or below, who regularly participate in Fresh Start Phonics intervention may make, on average, 5 months additional progress.	1 & 7
Period 6 revision timetable for Y11	EEF teaching-learning toolkit/extending school time The evidence states that to get the most from any extra time is important and it should meet pupils' needs and build on their capabilities.	1 & 2
Accelerated English and Maths (ASDAN) programme	Accelerated English and Maths are found to be most effective when used as a targeted intervention for key marginal students sitting at the grade 4 and 5 borderline ASDAN.	1 & 7

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

Budgeted cost: £ 157,277

Activity	Evidence that supports this approach	Challenge number(s)
SOL attendance tracker ensures attendance is tracked and acted upon and attendance expectations and messages are communicated clearly	DFE School Attendance Guidance and Improving School Attendance document highlights the importance of clear policy and procedures to support improvements in attendance for all students. Policy was re-written in July 2022 to reflect new national Working Together guidance. Robust measures ensure attendance concerns are actioned swiftly to avoid drift and delay and tackle and remove barriers to non-attendance. Tracking system linked to escalated procedures and rewards, incentives programme. EduLink One messenger complements existing communication channels to ensure attendance expectations are clearly communicated and timely messages are issued as reminders as well as to address attendance below expectations	8 & 9
Pastoral interventions in place (healthy relationships, bereavement, looking ahead, voice of child wishes and feelings, #thrive, early break and coping strategies) to overcome barriers to learning	Trauma informed practices informs bespoke and targeted interventions to support and challenge students' non-attendance and behaviour in order to secure improvement. Behaviour Hubs guidance 'High-challenge behaviour' module & Centre for Mental Health briefing 54 EEF research shows that strategies building positive relationships, e.g. EMR model, overcome barriers to learning such as low attendance and poor behaviour. School has adopted LA's Emotionally Based Non-Attendance guidance and strategies to support non-attendance	8, 9, 10, 11
Reward system and culture to embed a culture of high expectations	EDT Behaviour Hubs guidance points to promoting a culture of positive punctuality and attendance habits for all students in order to raise aspiration and achievement. EEF guidance, Improving Behaviour in Schools section 3, points toward the use of Rewards Systems as part of a broader strategy.	8, 9 & 10
Behaviour strategies and system to embed a culture of high expectations	EEF Improving Behaviour in Schools Guidance Report recognises the importance of consistent routines, clear expectations and high standards to promote progress and improve outcomes. EDT Behaviour hubs "Consequences" module details the best use of, and how to apply, sanctions and rewards. Behaviour Toolbox. DfE Guidance 'Getting the simple things right: Charlie Taylor's checklists'.	8, 10, 11
Provide pupils with and engaging and varied extra – curricular programme and work experience, including Student Leadership opportunities	The study, An Unequal Playing Field, found young people who participated in activities gained confidence and built up social skills. They were also more likely to aspire to go onto higher or further education. 'Positive Discrimination" used to target and improve uptake for extra-curricular events and activities. Involvement in varied leadership opportunities at all levels raises student confidence and aspirations.	4 & 8
Pastoral curriculum programme to contribute to pupil's personal development	In line with wellbeing and mental health guidance the pastoral curriculum offers students a safe place in school to proactively learn about topical issues and promotes personal development as research states that this improves attendance and punctuality	8 & 11

	as well as behaviour and conduct and prepares students for life after school.	
CPOMs safeguarding	Research on child protection and safeguarding, as well as statutory guidance e.g. KCSIE 2022 highlights that all students need to feel happy and be safe in order to thrive and achieve their best in life and to achieve their potential in school. CPOMS provides robust reporting mechanisms to keep students safe and promote a vigilant culture of safeguarding. Safeguarding culture is strong and associated practices are linked to Working Together guidance	8, 9, 10 & 11
Financial support to ensure pupil participation to visits and trips	Child Poverty Action Group recommends that to ensure students are able to enjoy the same experiences as their peers' schools can set up a savings scheme, subsidise or cover the cost of trips for those families in need of support. A member of the safeguarding team supports the PYL in identifying families' needs.	4 & 8
Y11 and 10 to benefit from at least one 1:1 careers meeting and have a post 16 offer	100% current Year 11 Class of 2021 have a post 16 offer.	4 & 8

Total budgeted cost: £ 470,289

Part B: Review of outcomes in the previous academic year
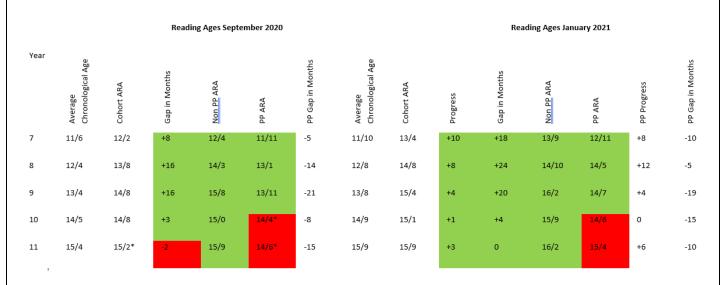
Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes: Unvalidated 2022 Performance Tables

Note: Class of 2022 had lower prior attainment on entry to the academy than Class of 2019 when comparing attainment data. Due to COVID-19 DfE advises you not to make direct comparison with 2022 performance against previous years however 2019 is included as a reference.

- Progress 8 improved for PP students from –0.66 in 2019 to –0.57 unvalidated 2022.
- The gap between PP students and national non PP students has reduced slightly. The gap for 2022 is 0.72 compared to 0.79 in 2019.
- Based on the average score for schools in England in 2022 being –0.03 and on average 22.5% of pupils in England being disadvantaged the England disadvantaged P8 calculates to be approximately –0.66. We are slightly better than this at –0.57 with a larger cohort of PP students.
- Attainment 8 (using SISRA) is similar for PP students 40.9 in 2019 and 40.7 unvalidated 2022.
- 5+ EM declined slightly for PP students from 25.8% in 2019 to 23.2% unvalidated 2022.
- 4+ EM improved for PP students from 41.9% in 2019 to 48% unvalidated 2022.
- EBacc at grade 4+ for PP students improved slightly from 4.8% in 2019 to 6% unvalidated 2022.
- EBacc at grade 5+ for PP students improved from 4.8% in 2019 to 9% unvalidated 2022.
- Entering EBacc for PP students improved from 12.9% in 2019 to 22% in 2022.
- EBacc average point scores is similar for PP students at 3.12 in 2019 to 3.2 unvalidated 2022.

Accelerated Reading scores improvement (EG)

Year	Reading Ages September 2020						Reading Ages January 2021							
	Average Chronological Age	Cohort ARA	Gap in Months	Non PP ARA	PP ARA	PP Gap in Months	Average Chronological Age	Cohort ARA	Progress	Gap in Months	Non PP ARA	PP ARA	PP Progress	PP Gap in Months
7	11/6	12/2	+8	12/4	11/11	-5	11/10	13/4	+10	+18	13/9	12/11	+8	-10
8	12/4	13/8	+16	14/3	13/1	-14	12/8	14/8	+8	+24	14/10	14/5	+12	-5
9	13/4	14/8	+16	15/8	13/11	-21	13/8	15/4	+4	+20	16/2	14/7	+4	-19
10	14/5	14/8	+3	15/0	14/4*	-8	14/9	15/1	+1	+4	15/9	14/6	0	-15
11	15/4	15/2*	-2	15/9	14/6*	-15	15/9	15/9	+3	0	16/2	15/4	+6	-10

Across the Academy between testing periods PP students made an additional 6 months' progress on top of Chronological Age. This year the entire cohort of year 7 students have taken part in Accelerated Reader through their English lessons. Therefore, the impact of this is included in the year 7 PP progress of the cohort.

Ruth Miskin Phonics (EG)

Ruth Miskin Phonics has been run with a small cohort of students with reading ages below 9 years and 6 months across year 7 and 8. This has been delivered as a small group intervention through the Achievement Centre. Of the cohort of 23 students, 15 are PP. The impact can be seen in the table below. The average additional progress for the PP cohort is +14 months.

Name	PP	SEN	Age	Autumn	Spring	Impact (-5months chronological development)
Student	Y	K	12yrs 0m	6yr 2m	7yrs 2m	+7
Student	Y	K	12ys 4m	8yrs 6m	9yrs 9m	+10
Student	Y		12yrs 3m	7yrs 10m	8yrs 9m	+6
Student	Y		12yrs 4m	7yrs 6m	11yrs 8m	+21
Student	Y	K	13yrs 1m	8yrs 7m	10yrs 7m	+19
Student	Y		13yrs 5m	7yrs 6m	8yrs 2m	+3
Student	Y		13yrs 5m	9yrs 3m	11yrs 9m	+23
Student	Y		13yrs 4m	9yrs 3m	11yrs 3m	+19
Student	Y	K	12yrs 11m	8yr 11m	10yrs 11m	+19
Student	Y	K	12yrs 9m	7yrs 0m	9yrs 3m	+22
Student	Y	E	12yrs 6m	6yrs 7m	8yrs 6m	+6
Student	Y		13yrs 4m	8yrs 11m	9yrs 11m	+7
Student	Y	E	12yrs 8m	6yrs 10m	9yrs 6m	+27
Student	Y		12yrs 9m	7yrs 10m	8yrs 10m	+19
Student	Y	K	12yrs 11m	9yrs 1m	11yrs 1m	+19

Extra-curricular attendance
Y7=87%(PP88%)
Y8=83%(PP80%)
Y9=71%(PP74%)
Y10=84%(PP73%)
Y11 all attend P6

School Led Tutoring
45 PP Y11 students engaged in at least 10 hours of intervention in the combination of Saturday Maths, early morning tutorial in English or Maths or holiday intervention sessions.
For the students who engaged in at least 15 hours of either English, maths or both: for Maths 21/29 achieved on or above target, for English 15/19 achieved on or above target.

2021-22 Attendance
School: 88.4%, FFT National: 90.6%; Gap: -2.2%
School Non PP: 91.3%, FFT National Non PP: 92.1%; Gap: -0.9%
School PP: 85.4%, FFT National PP: Gap: -0.4%
School PA: 34%, FFT National PA: 30%; Gap: -4.0%

Behaviour Data
There is a significant **GAP** between the % of students, whole school, who have been suspended **24.82% (PP 62.41% v non PP 37.59%)**
The number of negative behaviour points GAP 26% **(63% PP v non PP 37%)**
The GAP between students receiving positive praise points is minimal 6% **(47% PP v 53% non PP)**

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
CATs Test	GL Assessments
EXACT	GL Assessments
Accelerated Reader	Renaissance Learning