

# The Annunciation Catholic Infant School Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	The Annunciation Catholic Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	3 years 2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jennifer O'Prey - Headteacher
Pupil premium lead	Pamela Bourke
Governor / Trustee lead	Michelle Mwangi

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,240
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 56,240</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At The Annunciation Catholic Infant School, we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential. Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity.

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. Our current pupil premium strategy ensures that we are using the funding in a targeted way, to ensure these pupils receive the provision, opportunities and experiences required to 'engage, enjoy, enrich and excel' in all aspects of life.

The key principles of our strategy are underpinned by the research and findings from The Education Endowment Foundation. Quality first teaching (QFT) of the highest standard is at the heart of our ethos at The Annunciation with a focus on areas in which disadvantaged pupils, some in more than one aspect of their life, 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.

The funding issued is used to narrow and diminish the difference between the achievement of these pupils and their peers. Where necessary, and where the power allows us to, the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium funding and others. This will vary, depending on the individual circumstances and needs of the child. We monitor the impact of our strategy by reviewing pupil outcomes at least termly.

## Challenges

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

Challenge number	Detail of challenge
1	It continues to be evident that disadvantaged pupils have limited life experiences and under developed oral language skills and gaps in their vocabulary skills compared with non-disadvantaged peers, particularly in the EYFS and those joining throughout the year.
2	Our disadvantaged pupils continue to have greater difficulties with phonics than their peers, this has a negative impact on their development as fluent and confident readers
3	Disadvantaged pupils have lower attainment than their non-disadvantaged peers in Reading, Writing and Maths
4	The number of children who are in receipt of Pupil Premium funding also continue to have additional vulnerabilities such as, SEND, are Families who require Early Help Assessments, and who live in temporary accommodation or multi occupancy housing. There continues to be an increase in mobility for these pupils between schools within the borough and between local authorities.
5	There is an increase in the number of pupils who have complex learning needs which include Autism Spectrum Condition, speech and language difficulties, many this academic year are pre-verbal in addition to social, emotional and mental health needs which act as barriers, preventing pupils from learning and accessing the curriculum or being able to cope in a mainstream classroom.
6	Pupils' attendance is not in line with national and persistent absence is above national data for PP children

## 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
Continue to ensure quality first teaching in all subjects by providing high quality CPD for ALL staff.	Achievement in all subjects continues to be in line or above National. Achievement of disadvantaged pupils is in line with non-disadvantaged pupils High standards of work is evident in books in all subjects. Pupils are motivated and enjoy learning
Increased outcomes and oral language skills for PP children in the EYFS	Children eligible for PP in EYFS make rapid progress by the end of the year so that they meet age related expectations. PP children to be given opportunities to access activities that will enhance S&L development.

<p>Reception team to continue to implement strategies introduced when taking part in the Barnet Every Child Shining project. This project had a focus on high quality EYFS provision, leading to high outcomes. There will be a significant focus on Literacy and Communication.</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading and writing skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>EEF Early years toolkit/communication-and-language approaches</p>
<p>To continue to improve pupils’ literacy skills, particularly in Phonics, Reading and Writing to minimise any gaps in learning.</p>	<p>To continue to improve the phonics check pass rate of pupils in Year 1 and 2</p> <p>To continue to increase the percentage of children achieving a GLD at the end of the EYFS.</p> <p>KS1 reading and writing outcomes show an increased % of disadvantaged pupils reaching ARE or above.</p> <p>The gap between disadvantaged pupils and non-disadvantaged continues to diminish.</p>
<p>Continue to maintain high levels of attendance and punctuality for all pupils but particularly disadvantaged pupils.</p>	<p>Attendance of disadvantaged pupils is in line with non-disadvantaged.</p> <p>Persistent absenteeism and lateness are minimised.</p> <p>Parent and carers attend workshops to learn different strategies to support their child/ren at home to attend school and on time.</p> <p>The percentage of all pupils who are persistently absent being below national.</p> <p>Attendance data indicates that the gap to national closes year on year.</p>
<p>Increase the amount of enrichment activities that disadvantaged pupils participate in to support the development of cultural capital</p>	<p>A higher percentage of disadvantaged pupils participating in extra-curricular activities in and out of school.</p> <p>A higher percentage of disadvantaged pupils participating in school visits.</p> <p>Pupil voice shows a greater understanding of the world around them.</p>
<p>Increased engagement and support of parents which impacts positively on their child’s progress and life within school</p>	<p>Parents work with the school to improve outcomes</p> <p>Parents are well informed of their child’s progress</p> <p>Qualitative data from parent surveys and teacher conversations</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: £ 14,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
A robust cycle of monitoring of Quality First Teaching backed up by targeted teacher CPD Staff CPD (subscription to BPSI)	EEF Pupil Premium Guide – “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”	1,2,3,5
Staff to deliver Talk Boost in EYFS to targeted pupils in Nursery and Reception- two new members of staff to receive Talk Boost Training. Staff to deliver NELI in Reception	There is strong evidence that suggests that oral language interventions, including high quality dialogue/ discussions in the classroom, are inexpensive and have high impact on speaking and listening and reading.  Oral language interventions /Toolkit Strand/Education Endowment Foundation/EEF	1,2,3
Embedding dialogic teaching across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Develop a high-quality oracy education for every child	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  Oral language interventions /Toolkit Strand/Education Endowment Foundation/EEF	1,2,3
Provide ongoing phonics training, coaching and resources to all EYFS and KS1 teachers and Learning Support Assistants	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.  Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1,2,3
Purchase of PiXL for assessments/test and resources	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: An effective pupil premium strategy requires goal setting, underpinned by short, medium and long-term outcomes needed to reach those goals. The ongoing rigorous evaluation of pupils’ attainment, barriers to learning and needs is essential.	1, 2,3,5,6

	Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EE	
Provide high quality professional development opportunities through weekly co-planning and coaching	EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.	1,2,3,5
Purchase of further resources e.g., additional decodable reading books and fund ongoing teacher and TA training and release time for the Reading Subject Leader.	Early reading is directly aligned to the teaching of phonics and enables pupils to make good progress in reading and reach the age-related expectations.	1,2,3,5

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

Budgeted cost: £24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Before school and afterschool intervention groups	EEF Rationale 'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.' EEF key findings 'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended provision.'	1,2,3,4,5
Small group intervention	EEF Rationale 'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'	1,2,3,4,5
Nuffield Early Language Intervention (NELI) run in Reception	NELI is an evidence-based oral language intervention developed by the University of York which showed significant impact in randomised control trials. Ensuring Reception children have language deficits identified and support early allows them to access the whole curriculum.	1,2,3,5
Vulnerable Pupils to receive additional 1:1 reading	EEF Rationale 'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to	1,2,3,5

	one or in small groups, are likely to be necessary'	
Whole School approach to developing vocabulary accessed by all children	Vocabulary gaps can have impact on children's learning as they get older. The richer their vocabulary the greater their success. <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> Oral language approaches include: <ul style="list-style-type: none"> <li>• Targeted reading aloud and book discussion</li> <li>• Explicitly extending pupils vocabulary</li> <li>• The use of structured questioning to develop reading comprehension</li> </ul>	1,2,3,5,
Targeted support and personalised provision for SEND pupils who are also PP. To ensure pupils with multiple vulnerabilities receive additional one-to- one support to meet their needs.	Research shows that personalised provision best meets pupils' needs.	1.2.3.5

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

Budgeted cost: 17,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support to provide social skills and friendship groups as well as 1:1 emotional literacy support	EEF key findings 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores...The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils...'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment'	1,4,5,6
Ensure children have access to comprehensive PSHE curriculum with a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.	There is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. Evidence has shown how important these skills and attitudes are in unlocking pupils' potential, helping to raise	1,3,5

	achievement and closing the gap in educational attainment.	
To provide parent workshops to support families with strategies to support their children at home with their learning and social and emotional wellbeing.	Effective communication with parents will play a vital part in linking the school to the home, particularly in relation to any future localised lock downs. 2,3 & 4 7 Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.	4,5,6
Curriculum enrichment through educational visits, visitors, performances, etc. to increase life experiences for pupils	All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. But for schools to be able to commit time and resources to arts activities, it's important that they have access to high quality evidence of the relative benefits of different arts programmes and approaches, both on attainment and wider outcomes. This is particularly important at a time of curriculum changes and significant pressures on school budgets.”	3,4,5,6
Breakfast and Afterschool Club Establish a variety of after-school clubs that focus on arts, music, and cultural studies, providing children with hands-on experiences that they may not have access to outside of school.	EEF key findings ‘Enrichment activities without a specific focus on learning can have an impact on attainment, but the effects tend to be lower and the impact of different interventions can vary a great deal. These interventions may, however, be beneficial for their own sake outside of any attainment impacts.’	2,3,4,5
Attendance and punctuality support from the Educational Welfare Officer, embedding principles of good practice set out in the DfE’s Improving School Attendance advice. To meet with parents of children who are persistently absent	Good attendance is a key factor in ensuring that children make progress and achieve their potential.	1,2,3,4,5,6

**Total budgeted cost: £56,240**

## 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 **2023 to 2024** academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Internal progress data shows that disadvantaged pupils are making good or better progress from their starting points.

The deployment of the pupil premium and recovery funding was targeted for interventions to support catch-up so that children can keep up. Interventions continue to be highly successful in contributing to pupil outcomes/progress for all pupils.

Despite low starting points, disadvantaged pupils showed steady improvement, supported by well-structured lessons and scaffolds that addressed their unique learning needs. Pupils with SEND had their progress closely monitored against Individual Support Plans, with additional interventions introduced for those making slower-than-expected progress.

The Nuffield Early Language Intervention (NELI) program was employed to support language and vocabulary development, alongside robust phonics teaching. This focus helped disadvantaged pupils and those at risk of falling behind, aided by individual and small-group interventions.

Standardised Diagnostic Assessments were purchased and used effectively, with teachers trained to administer and interpret results accurately, enabling better progress tracking, particularly for disadvantaged pupils.

Our high-quality phonics programme, supported pupils in quickly learning sounds, developing decoding, and fluency skills, particularly benefitting disadvantaged pupils and allowing them to access the wider curriculum. Through regular monitoring, interventions were swiftly put in place to ensure pupils continued progressing and did not fall behind, positively impacting overall pupil attainment. Interventions were discussed and planned during Pupil Progress meetings.

2024 EYFS GLD	
72%	School
71.4%	LA
67.7%	National

Year 1 Phonics Screening Check 2024			
	All	Disadvantaged	Non-disadvantaged
School	85%	86%	84%

KS1 Outcomes 2024						
Year 2	Reading		Writing		Maths	
	Expected or Above	Greater Depth	Expected or Above	Greater Depth	Expected or Above	Greater Depth
All	37%	16%	46%	3%	47%	9%
Disadvantaged	42%	5%	47%	-	53%	-
Non-disadvantaged	35%	19%	45%	4%	45%	12%

There remains a significant disparity in higher attainment levels, between disadvantaged pupils and non-disadvantaged pupils reaching Greater Depth in RWM. Reducing this gap in both EXS and Greater Depth levels remains a focus for the school.

## 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
Letterjoin	Green and Tempest
Numberstacks	Number Stacks
Little Wandle	Little Wandle Letters and Sounds Revised
White Rose Maths	White Rose Maths
Purple Mash	2Simple
Talk Boost EYFS	I-CAN