

The Annunciation Catholic Junior School Pupil Premium

Strategy

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	The Annunciation Catholic Junior School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	23.4%
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
Pupil premium lead	Emma O'Carroll
Governor / Trustee lead	Michelle Mwangi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,117
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,117
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Statement of intent

At the Annunciation Catholic Junior School, we have high expectations for all of our pupils. We believe that with high quality teaching, effective pastoral support and engagement with our parents we can provide a personalised approach to meet the needs of all children. The Pupil Premium Grant is used to provide additional support in order to improve the progress and to raise the standard of achievement for eligible pupils. High quality teaching and targeted support are at the centre of our approach to support disadvantaged pupils.

Our current strategy ensures we use 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) is at the heart of our ethos at The Annunciation. This has been proven to have a great impact on closing the disadvantage attainment gap.

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 regularly.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils demonstrate low aspirations.
2	Disadvantaged pupils have lower attainment than their non-disadvantaged peers in Reading, Writing and Maths.
3	Additional needs - multiple vulnerabilities including SEND, mental health and individual family circumstances
4	The demographic of our school and the cost of living crisis has highlighted that many pupils have not been able to experience cultural capital opportunities. Disadvantaged pupils have limited experiences beyond their immediate environment and therefore limited cultural capital experiences. This impacts on their understanding of elements of the curriculum and further on language and communication.
5	Parental engagement for disadvantaged pupils is lower.

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 improve the teaching of writing across a range of subjects including history, science, music and computing, to impact on attainment and progress data across the wider curriculum.	Teachers are completing subject leader logs to allow monitoring of how subjects are led. There will be regular learning walks with feedback given to each class teacher. Book looks show a range of writing opportunities for children.

<p>Improve outcomes for disadvantaged children through effective use of resources including learning support assistants and participation in quality CPD including 'Quality First Teaching'.</p>	<p>Training for staff in QFT Participating in the ELSEC programme showing improved outcomes for all children in year 3 and 4 Children discussed at pupil progress meetings Class teachers meeting with parents regularly</p>
<p>Improve the teaching of reading, writing, computing, science and history by actively participating in planned CPD, to further develop the use of good key questions, in order to accelerate pupils' progress</p>	<p>Planning shows the questioning being used in lessons. Lesson drop ins show key questioning Daily reading interventions in all year groups Increased library opening hours Children enjoy reading for pleasure Hold parent reading information sessions</p>
<p>Further develop enrichment opportunities including 'wow moments' to broaden the first-hand experiences of all of our pupils, so that these experiences impact positively on their achievement and understanding of the wider curriculum including in history and science.</p>	<p>Children are provided with a range of cultural capital so children have an experience to relate their learning to such as educational visits and a visiting theatre Financial support for trips, residential journeys, before/after school clubs</p>
<p>Continue to develop pupils' wellbeing through our PSHE scheme alongside catering for individual's mental health needs by addressing and developing skills around particular issues relevant to our pupils.</p>	<p>PSHE taught once a week Trained mental health first aiders who give training to staff. Financial support for trips, residential journeys, before/after school clubs</p>
<p>Increased parental engagement which positively impacts their child's progress and life within school.</p>	<p>Parents work with the school to improve outcomes Parents are well informed of their child's progress 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

Budgeted Cost: £47,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional part time teachers	EEF Rationale - 'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.' EEF key findings 'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.'	1, 2, 3
Employment of experienced teachers	EEF Rationale - 'Great teaching is the most important lever schools have to improve outcomes for their pupils'	1, 2, 3
Staff delivering 'Word Aware' intervention	EEF Rationale - There is strong evidence to suggest that oral language interventions have high impact on speaking and listening and reading.	1,2,3
Purchase of PIXL resource	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support.	1,2,3

Targeted academic support

Budgeted Cost: £18,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Smaller teaching groups in year 6	EEF Rationale 'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.'	1,2,3,4,5
Phonics Groups	EEF Rationale 'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.'	1,2,3,4,5
Targeted support and personalised provision for SEND pupils who are also PP	Research shows that personalized provision best meets pupils needs.	1,2,3,4

Wider strategies

Budgeted Cost: £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral 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'	2, 3, 4
Breakfast and Afterschool Club	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.'	1, 3, 4, 5
Attendance and punctuality support from the Educational Welfare Officer	Good attendance is key to ensuring that children make progress and achieve their potential.	3,5

Total Budgeted Cost: £76,600

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 2023-2024 academic year.

- Reading: 3/7 children eligible for Pupil Premium gained WA or above (43%) compared to 74% nationally
- Writing: 3/7 children eligible for Pupil Premium gained WA or above (43%) compared to 72% nationally
- Maths: 5/7 children eligible for Pupil Premium gained WA or above (71%) compared to 73% nationally

Externally provided programmes

Programme	Provider
ELSEC	Dfe and NHS
Letterjoin	Green and Tempest
Little Wandle	Little Wandle Letters and Sounds
White Rose Maths	White Rose Maths
Purple Mash	2 simple
Word Aware	ELSEC
Numberstacks	Numberstacks