



Pupil Premium Strategy Statement St Anne's Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	255 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	32.5% (83 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024- July 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Head teacher Mrs Rachel Crolla
Pupil premium lead	Deputy Head teacher Mrs Sharon Wylde
Governor / Trustee lead	Mrs Carmel Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,132.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£116.132,00

Pupil premium strategy plan

Statement of intent

At St Anne's Catholic Primary School, we aim to provide every member of our school community with an environment which enables them to be happy, healthy and safe. We believe that every child matters and everyone succeeds with high expectations of ourselves and others, no matter of starting points or barriers to learning.

Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peer's year on year to ensure all pupils are given the chance to achieve their true potential. Research has shown that disadvantaged pupils have been affected through the pandemic and led to an increase between disadvantaged pupils and non-disadvantaged pupils. Our Learning River curriculum provides a bespoke, unique and exciting experience where we provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding and support children to remember and know more ready for their journey in life.

Our strategy plan is aligned to the school improvement plan, sports premium and CPD opportunities. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn. We follow a three-tier approach in where we invest in improving the quality of teaching and learning and providing research based interventions and that are children and their families are supported with the wider needs including attendance, behaviour and SEMH.

We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and at the same time this will support our non-disadvantaged children and our children with SEND in our school.

The key principles underpinning our approach are:

- Providing Quality First Teaching for every child in our school and that staff are supported with training opportunities where needs are identified and monitoring
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment including attendance, behaviour and hunger.
- Use analysis of attainment and progress data, stakeholder consultations and local Knowledge to inform our strategy.
- Systematically explore appropriate evidence based interventions
- Develop a clear and logical plan where actions are evidenced based on National research
- Make practical preparations including a baseline measure to show starting points.
- Reinforce initial training with follow-on support and monitoring.
- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices
- Linked to key priorities in the School Improvement Plan, Sports Premium and School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional and behavioral issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 40% of our disadvantaged pupils currently require additional support with social and emotional needs, with 20% of these pupils receiving adaptation to class curriculum, small group interventions as well as 1:1 bespoke SEMH support and support from the pastoral team, school councillor and MHST.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. A large majority of pupils enter nursery with low level communication and language skills which impact upon their subsequent language and literacy development. This requires significant intervention and input to address ensuring they make rapid progress in phonics and early reading, across EYFS and into KS1. Fluency for reading in Year 2 and 3.
3	Our observations show that identified groups of children in a number of cohorts have increased barriers to learning due to being both disadvantaged and SEND and or EAL. A bespoke curriculum needs to be planned and delivered ensuring the needs of these children are met in the most suitable and effective way to enable rapid and sustained progress for them individually. Increasing mobility (inward) of children mid year from overseas is exacerbating this currently. More barriers exist to children accessing the curriculum and needing support in acquiring English and in facilitating communication.
4	Internal and external assessments indicate that math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Mathematical fluency and problem solving involving accurate use of mathematical vocabulary has been identified as a barrier. 25% of disadvantaged pupils met the expected standard in math's at the end of Year 6 in 2024/2025 compared to 61% of their Non disadvantaged peers.
5	Our attendance data indicates that attendance among disadvantaged pupils has been lower than the attendance for non-disadvantaged pupils. High number of disadvantaged pupils are persistent absentees. In 2024-2025 disadvantaged pupils were persistent absentees compared to national which was 27% for disadvantaged persistent absentees. Children arriving to school late is much higher for disadvantaged children.
6	Our assessments, observations and discussions with pupils and families have identified physical and material disadvantages, including in some instances poor housing and severe poverty for our disadvantaged pupils. Many more families are under social care, EHAT and school support.

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
1.To raise progress and attainment for children with specific challenges and barriers supporting MHS. (P2)	Personal development has improved and children are able to participate in the curriculum. They are mentally stronger and we see increasing levels of self regulation in children and improvements in emotional literacy. developing strategies to support their mental Health, SEND needs and that there progress and attainment is becoming in line with their peers. Both parents and children are supported and overall needs are met so families can support children with less support from school and can live life independently using all support networks.
2. Improved oral language skills and vocabulary among disadvantaged pupils and the PSC at end of Year 1 and demonstrate an upward trend for disadvantaged pupils and to improve reading attainment for disadvantaged pupil at the end of KS2. (P1, P3 and P5)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and intervention programmes. Rates of progress through intervention programmes in the number of disadvantaged children accessing these in EYFS and KS1. Demonstrate increase understanding of subject specific vocabulary with our older children evidence in review and do sessions and pupil voice specific to subjects. All disadvantaged children have the same opportunities to practise reading with an adult as their peers. Those who do not read at home will access more reading at school. Children are fluent readers and reading material is appropriately matched Phonics score to increase closer to national standard and children continue to make accelerated progress from their starting points.
3, To raise progress and attainment for children with specific and multiple challenges and barriers (P1 and P5)	The bespoke curriculum supports the children and they can participate in the curriculum that has been established for them so that they can meet their full potential. Allowing them to feel worth whilst achieving progress and attainment as demonstrated through formative and summative assessments. with their whilst taught in a tailored creative way.
4.To raise the attainment in Maths for disadvantaged children by the end of KS2 (P1)	Maths outcomes for disadvantaged pupils in each cohort improve year on year. KS2 maths outcomes show that the gap between PP children and their Non PP peers to become narrower and that PP children are working in age related expectations. All disadvantaged children have the same opportunities to booster sessions with an adult as their peers. All children have a good understanding and can use mathematical vocabulary in lessons.
5.To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils. (P6)	Sustained high attendance by 2025/2026 demonstrated by: The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being lower than 2024-2025.
6.To support families with poverty, MHST, poor housing.(P5 and P6)	Families are supported and are signposted to outside agencies and Hubs through good relationships, EHAT, School Pastoral and social care with links with school at all points.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62.300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum in all subjects. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2</p>
<p>Purchase of RWI portal to support children and parents at home and staff training and development</p> <p>Development days-coaching and mentoring to model good practice, develop pedagogy and upskill teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>EEF: Systematic phonics has high impact (+5 months). DfE Reading Framework (2023).</p>	<p>2, 3</p>
<p>Enhancement of our maths teaching for fluency and problem solving and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff with the PATHS programme</p> <p>Pastoral Team to support parents</p> <p>Pastoral Team to work with groups, 1-1 using programs such as ELSA- purchase and train staff with these programs</p> <p>MHST (Mental Health in schools team) practitioner working in school one morning a week.</p> <p>The Listening Tree councilor works with children 1-1 and lunchtime groups two days a week.</p> <p>Additional in class support for pupils with SEMH needs from teaching assistants.</p> <p>Training for staff so adaptations in classes are high quality and meet the needs of children presenting with SEMH.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1, 3, 6</p>
<p>Support for Early Career Teachers – the deployment of a L3 LSA in year groups with an Early Career Teacher along with an experienced Mentor and induction tutor to enable cover for lesson study, instructional coaching and regular meetings with other staff to provide a strong learning community. Early career teachers will engage in a varied programme of CPD which will positively impact on quality first teaching, raising attainment for all children.</p>	<p>EEF Guidance Document October 2021: What are the Characteristics of Effective Teacher Professional Development. A Systematic Review and Meta-analysis</p>	<p>1, 2,3,4,5</p>

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

Budgeted cost: £38.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group targeted support in class (in school using a teaching assistant and Deputy head) with pupils together in a group. This arrangement enables the teacher/teaching assistant to focus exclusively on a small number of learners, in a separate working area. Intensive tuition in small groups will be provided to support learners who have fallen behind, and then as a more general strategy to ensure effective progress, or to teach challenging topics or skills..</p> <p>Small group tuition will lead to greater levels of interaction and feedback compared to whole class teaching were children need bespoke teaching and curriculum.</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>The EEF toolkit demonstrates 4 months of additional progress for individualised instruction</p>	1, 2, 3, 4
<p>Multiplication Meetings and sessions</p> <p>Establish a Maths Times Table- TT Rockstars and Numberbots across KS1 and KS2 classes to promote rapid recall of basic number bonds and multiplication facts – staff to oversee implementation, track children’s progress and reward individual achievements sharing celebrations with parents/carers. Children’s progress will be tracked and as a result the number able to fluently recall age appropriate basic number facts will increase.</p>	<p>EEF Guidance Report 2017: Improving Mathematics in KS2/KS3 EEF Guidance Report 2020: Improving Mathematics in the Early Years and KS1</p>	4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in EYFS, KS1 and KS2. (lowest 20% of readers throughout school)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2 3
<p>Reading Plus: an intervention programme used in Y5-Y6 by children who have been identified as falling</p>	<p>EEF Recommendation (Support pupils to develop fluent reading capabilities) & Recommendation 7 (Use high quality</p>	4, 5

<p>behind in Reading. They complete diagnostic assessments and have personalised programmes focused on developing reading fluency. This technology moves according to the rate at which the student is currently reading and adapts based on the student's performance with comprehension questions. They are assessed and tracked as they work through the programme and it adjusts according to the progress they make. Children are also able to access Reading Plus at home to practice further.</p>	<p>structured interventions to help pupils who are struggling with their literacy) from 'Improving Literacy in Key Stage 2: Seven recommendations to improve literacy teaching for 7– 11 year-olds'</p>	
<p>Embedding of program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Designated Speech and Language Learning assistant</p> <p>Language link program</p> <p>Chatty Words</p> <p>Nelli</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3,</p>

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

Budgeted cost: £15.832

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training</p> <p>Autism in Schools PATHS</p> <p>Therapeutic Schools</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>1,3,6</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE: Working Together to Improve School Attendance (2022).</p>	<p>5</p>

appointing attendance/support officers to improve attendance. EWO to support and Weekly support from pastoral manager and SLT for Attendance		
Subsidies for trips/residentials to ensure equity in access to cultural capital.	DfE: Pupil Premium must broaden experiences and aspiration	1.2.3.6
SLT to complete Inclusive Leaders programme.	DfE SEND Review (2022) – importance of inclusion.	1.3

Total budgeted cost: £116,132.00

Part B: Review of the previous academic year

EYFS

74% of pupils in EYFS achieved GLD this was an increase of 17.7% from the previous year. The local Authority was 64.9% and National 68%.

50% of the PP children which is 2 children achieved GLD this is an increase of 33% from the previous year. This is showing that the gap between the Non PP and PP has become closer.

Phonics Year 1

68% of children passed the phonics screening test an increase of 5 % from the previous year. 41% of this cohort are PP and 45% have SEN needs.

Local data 79% and National 79.9%

45% of the children had met the reading strand on exit to EYFS this shows an increase of 23% of children who have now met expected standard from their lower starting points.

56% of PP children met expected standard on the phonics test compared to their NON PP peers of 76%. 33% of the PP children met the expected standard of the word reading strand at the end of EYFS this showing a increase of 23%. 3 PP children (13.5%) who have SEN need where dis applied from the phonics test.

The average score is 3 points higher at 34 that the Local Authority of 31 this showing that the children are more secure with their phonic knowledge.

Y2 Resits for Phonics

Last year the Y2 cohort was 63% and at the end of year 2 this is now 81%. 100% of PP children have passed thei Phonics test at the end of year compared to 72% of their Non PP peers.

KS2

In Reading- 54% of pupils are working at expected standard and 15% at GD.

12.5% of PP children met expected standard compared to 72% of their Non PP peers

Local Authority 75% of pupils reached the expected standard and 33% at GD.

In Writing teacher assessment, 77% are working at expected standard and 15% at GD

75% of PP children met expected standard compared to 77% of their Non PP peers

Local Authority 73% of pupils met the expected standard and 12% at GD

In Maths, 50% of pupils are working at expected standard and 15% at GD.

25% of PP children met expected standard compared to 61% of their Non PP peers

Local Authority 73% of pupils reached the expected standard and 26% at GD

RWM combined 35% LA 61% combined

12.5% of PP children met expected standard in RWM combined compared to the 44% of there Non PP peers.

29% (8) of the Y6 cohort are PP children 75% of these children are on the SEND register 1 child is EHCP. 1 child was inwardly mobile in the last 18 months.

The gap in Writing between the disadvantaged and non disadvantaged has closed this year. School was moderated for writing. Although the results for the tests in Reading and Maths many children have made better than expected or better than expected progress and are working within age related expectations. 75% of the PP children were having pastoral support and intervention with the school counsellor and pastoral team.

Our evaluation of the approaches delivered last academic year indicates that Covid 19 is still having an impact on the progress and attainment of some of our pupils.