





St Anne's Catholic Primary School: Pupil premium Strategy Statement 2025 - 2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 2027 academic years) 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's Catholic Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	31 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Nov 25
Date on which it will be reviewed	Nov 26
Statement authorised by	Nuala Ferguson Headteacher
Pupil premium lead	Emma Catchpole Deputy Head teacher
Governor / Trustee lead	Deborah Penny

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,540
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	£52,540



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
Free school meals Looked After (in care)	X26 FSM X1 Prev LA X4 LA



Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The number of pupils entitled to Free School Meals (FSM) is below the national average n/a 24% school = 14%. The number of disadvantaged pupils with SEN support is 32%. Pupils with an EHCP is 7%.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities are as follows:

- Ensuring all students receive good quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.



Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below (-32%) that of non-disadvantaged pupils.</p> <p>There are no disadvantaged pupils at GDS in writing.</p>
2	<p>Internal and external (where available) assessments indicate that Maths among disadvantaged pupils at the expected standard is below that of non-disadvantaged pupils. (-33%)</p> <p>(71% PP children achieved EXS standard at the end of KS2 SATS)</p>
3	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>29% of disadvantaged children are also identified as having a special educational need. 3% (x1 pupil) have an EHCP .</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by being in foster care/previously looked after (including trauma)</p> <p>X4 pupils in care (+1 previously looked after) = 16%</p> <p>X2 pupils child protection</p> <p>21 pupils known safe guarding incidents, EH, CIN, young carer.</p> <p>This has resulted knowledge gaps leading to pupils falling further behind age-related expectation but also concerns around wellbeing and mental health.</p>
6	<p>Our attendance data over the last year, indicates that attendance among some disadvantaged pupils is lower than 90%.</p> <p>Persistent absence (below 90% attendance) of Pupil premium is (8/31) 26%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>



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
To improve the attainment made by disadvantaged pupils in writing.	<ul style="list-style-type: none"> • Data shows that the % of disadvantaged pupils making expected progress in writing has increased. The gap between PP and Non PP is narrowed. • Data shows that there is a % of disadvantaged children at GDS in writing. • Data shows that there is a increase in % the number of children passing the Yr1 Phonics check. • This is triangulated with other sources of evidence such as book looks and pupil voice.
<p>To improve the progress made by disadvantaged pupils in Maths whole school.</p> <p>To improve the number of pupils achieving GDS in Maths.</p>	<ul style="list-style-type: none"> • Data shows that the % of disadvantaged pupils achieving the expected standard has increased and the gap between non-disadvantaged pupils has decreased. • Data shows that there is a higher % of disadvantaged pupils at GDS in Maths. • This is triangulated with other sources of evidence such as book looks and pupil voice.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • 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.
To improve the attainment made by disadvantaged pupils with SEND in core subjects.	<ul style="list-style-type: none"> • Data shows that the % of disadvantaged pupils with SEND, making expecting progress in Reading, Writing and Maths has increased.



<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none">• The attendance and punctuality of disadvantaged pupils is improved so that there are no missed learning opportunities and learning outcomes are maximised.• Attendance percentage of disadvantaged pupils is above 90%



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English CPD and subject lead cover for English lead.</p> <p>X1 half termly subject lead time</p> <p>X1 staff meeting per term</p> <p>£630</p>	<p>'Quality First Teaching impacts most positively on disadvantaged children.' (Mark Rowland)</p> <p>The EEF guidance is based on a range of evidence to support writing and writing strategies:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	1,3,4
<p>Allocation of funds towards CPD for teachers and TAs across the school. Impact of each CPD event to be recorded and monitored.</p> <p>Schoot</p> <p>£1500</p>	<p>Ofsted produced a survey report examining how effectively primary schools are spending pupil premium funding.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	1,2,3,4,5
<p>DFE Mastering Numbers</p> <p>Cover appropriate for staff</p> <p>£250</p>	<p>Ofsted produced a survey report examining how effectively primary schools are spending pupil premium funding.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	2,4
<p>Smart Grade Maths Assessment tool.</p> <p>£527</p>	<p>Ofsted produced a survey report examining how effectively primary schools are spending pupil premium funding.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1705045508</p>	2,4



	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1705038183	
Deputy Head teacher to have allocated time for Pupil Premium (research, lead, intervention) Monitoring teaching and learning whole school. £5,200	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1,2,3,4,5,6
Teaching assistants to support children who are at risk of not making expected progress. £5,500	EEF research suggests a consistent impact on attainment 3 – 4 months + https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4
HLTA – catch up interventions £5,300	EEF research suggests a consistent impact on attainment 3 – 4 months + https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4
Maths Lead (MK) Maths leadership time ½ day every half term. £850	EEF research suggests 5 recommendations to support leading Mathematics. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1705045508 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1705038183	2,4
RADY Programme Cheshire East. Cover for Deputy Head Teacher/staff involved. £1500	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	1,2,3,4,5,6
Head Teacher to ECAH Residential. (<i>Leadership, vision</i>) £450	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1705070528	4,5,6
SEND Conference (SENDCO) £250	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1705070528	4,5,6
Revision guides/work books Maths and SPAG (Upper K2) £250	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1705038183 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1,2,4



<p>'Team Teach' with Mike B 1-1 support with Yr1.</p> <p>£500</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1705070528</p>	4,5
<p>CPD Yr1: The Curious Quest (£100)</p>	<p>The EEF guidance is based on a range of evidence to support writing and writing strategies:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1,3,4
<p>Maths: Number Facts Fluency Programme</p> <p>£159</p>	<p>EEF research suggests 5 recommendations to support leading Mathematics.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1705045508</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1705038183</p>	2,4
<p>White Rose Maths CPD subscription programme.</p> <p>£250</p> <p>White Rose Subscription</p> <p>£250</p>	<p>EEF research suggests 5 recommendations to support leading Mathematics.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1705045508</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1705038183</p>	2,4
<p>Maths Resources box</p> <p>£300</p> <p>White Rose Workbooks</p> <p>£200</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1705045508</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1705038183</p>	2,4
<p>Maths Shed Subscription</p> <p>Staff time to set h/w or in class activities for PP.</p> <p>£340</p>	<p>EEF research suggests 5 recommendations to support leading Mathematics.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1705045508</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1705038183</p>	2,4
<p>INSIGHT Assessment Tracker</p> <p>£800</p>	<p>https://www.icafe.org.uk/reports/NEU2762_ICAPE_final_report_A4_web_version.pdf</p>	1,2,4



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

Budgeted cost: £8,999

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL programme implemented across the school. £499	EEF guidance suggests tiered approach to Pupil Premium spending can help schools balance approaches to improving targeted academic support https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1,2,3,4
Voice 21: whole school approach to vocab and oracy education. £2500	https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary&utm_source=/early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term=vocab	3
Lego therapy £900	EEF guidance suggests tiered approach to Pupil Premium spending can help schools balance approaches to improving targeted academic support. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	3,4,5,6
ELSA support £900 supervision £3,000 x3TA time	EEF guidance suggests tiered approach to Pupil Premium spending can help schools balance approaches to improving wider strategies. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support EEF Guidance on improving social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term	3,4,5,6
Beanstalk Reading £1200	https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support	1,3,4,5,6



	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pets as Therapy £4,300	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8217446/#:~:text=Therapy%20dogs%20have%20been%20found,avoidance%20and%20aggression%20in%20the	3,4,5,6
Cheshire East Play Therapy £4,300	EEF Guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Case study/research https://pmc.ncbi.nlm.nih.gov/articles/PMC10328142/	3,4,5,6
OPAL Play This programme will benefit well being of all. Renewal of OPAL school status: £650 OPAL college annual subscription. £250	https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support https://d2tic4wvo1iusb.cloudfront.net/documents/guidance For Teachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	5,6
Develop school vegetable and sensory garden £2,000	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7509938/	3,4,5,6
'Trauma Informed Approach' whole school CPD	https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1705058381	4,5,6



£1000		
Trauma Informed Schools Diploma for Mental Health Lead. £1500	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1705058381 https://blog.insidegovernment.co.uk/schools/how-to-use-pupil-premium-funding-for-social-and-emotional-support	4,5,6
<p>All children in school given the opportunity to participate in activities which enhance and broaden their learning experiences.</p> <ul style="list-style-type: none"> - After school club funding - Funding for residential and trips <p>£2500</p>	<p>Provision of a range of initiatives to extend children's experiences.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	5,6
<p>Training and release time for staff to develop and implement new procedures with regards attendance.</p> <p>Cheshire east attendance and out of school team.</p> <p>£935</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>EEF Guidance: https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf?v=1734694046 </p>	5,6
<p>Contingency fund for acute issues.</p> <ul style="list-style-type: none"> - Uniform - Travel to/from school <p>£1000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £52,540



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 2025 – 2026 academic year.

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

Service pupil premium funding

Measure	Details
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N/A	



Further information (optional)

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