

Pupil premium strategy statement - St Anne's Fulshaw CE Primary School

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
Number of pupils in school (July 2025)	90
Proportion (%) of pupil premium eligible pupils	12.2% 2024-25 11% 2024-25 (31.12.25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2026-27
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Clare Daniel, Headteacher
Pupil premium lead	Clare Daniel, Headteacher
Governor / Trustee lead	Maxine Drabble, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,853
Recovery premium funding allocation this academic year	£208
Pupil premium (and recovery premium) funding carried forward from previous years	£180
Total budget for this academic year	£14,241

Part A: Pupil premium strategy plan

Statement of intent

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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have an early or targeted help plan, a social worker and also those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Although this funding has been discontinued this year.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among our EYFS and KS1 disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils typically have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that reading progress for some disadvantaged pupils is slower than their non-disadvantaged peers leading to lower attainment
4	<p>Our assessments (including SDQs observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family difficulties, resilience in managing friendships and significant SEMH needs. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 100% of our disadvantaged pupils are currently receiving support from our SMHL, including play therapy, therapeutic play, regular 1:1 sessions and drop ins for additional support with social and emotional needs.</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
Improved oral language skills and vocabulary among disadvantaged pupils, including links to further strengthening our whole communication approach, which is a key feature of the SSDP in 2025-26.	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.

Improved phonics skills and phase security by the end of Year 2	All disadvantaged pupils achieve the expected standard in their phonics screening check by the end of Year 2
Improved reading attainment among Key Stage 1 and lower Key Stage 2 disadvantaged pupils.	Reading outcomes in 2024/25 show that 100% of non-SEND disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025-26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

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: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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 Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Supplementing our DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>Continued investment in early reading and catch up resources from Little Wandle to ensure consistency across the whole school in the teaching of reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<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 (myHappyMindPlus).</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with a programme (NELI) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Targeted catch up reading sessions for</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>	2, 3

pupils who are slower to develop secure skills.	Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£3241**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to and use of the myHappyMindPlus programme to support PSHE and social and emotional learning and awareness, including extensive CPD for staff in all class roles	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4
Contingency fund for acute issues.	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.	All

Total budgeted cost: £14,241

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS, Phonics Screening (Year 1 and 2), MTC and Key Stage 2 performance data, and our own internal assessments.

In a school of our size when considering the validity of headline data, it is vital to consider the profile of the nine disadvantaged pupils on roll.

- 5/9 did not start at St Anne's Fulshaw at the usual time (start of the Reception year)
- 2/9 pupils are eligible for service PPG funding as well as income related FSM
- 1/9 pupils receives PPG as a Ukranian new-arrival
- 8/9 pupils are eligible for income related free school meals
- 4/9 pupils are on the SEND register with a SEND Support Plan
- 5/9 pupils are awaiting an autism and / or ADHD assessment
- 2/9 pupils are undergoing a needs assessment for an EHCP

Data from test and assessments suggest that the average attainment of non-SEND disadvantaged pupils, when compared to their non-SEND non-disadvantaged peers is better, with 100% of these pupils achieving the expected standard in reading, writing and maths (5/9) in 2024-25.

When considering the attainment of disadvantaged pupils with SEND, when compared to their non-disadvantaged peers, we must be aware that one child stands for 25% of the total and that some of these pupils are being needs assessed for an EHCP as their needs are complex and have a significant impact on their learning and achievement.

	Non-Disadvantaged pupils with SEND (24 pupils)				Disadvantaged pupils with SEND (4 pupils)			
	Below	WTS	EXS	GDS	Below	WTS	EXS	GDS
Reading	4%	46%	46%	4%	25%	50%		25%
Writing	17%	42%	42%		50%	50%		
Maths	8%	42%	50%			75%		25%

Statutory Assessments:

All of the disadvantaged pupils in Reception achieved a Good Level of Development.

There were no disadvantaged pupils in Year 1 to take the phonics screening.

One disadvantaged pupil with SEND took the phonics screening test in Year 2 and scored 40/40 after being disapplied in Year 1. This means that 100% of disadvantaged pupils reached the expected standard by the end of Year 2.

There were no disadvantaged pupils in Year to take the MTC.

Three disadvantaged pupils all participated fully in the SATs in Year 6.

It is vital to remember that the number of pupils within the disadvantaged cohort is very small compared to the non-disadvantaged cohort at St Anne's Fulshaw and within the average primary school.

Our observations and assessments very strongly support our view that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. 100% of our current disadvantaged pupils have required (in the last 12 months), or are still receiving ongoing emotional and mental health support from our senior mental health lead.

We regularly review our strategy plan and make changes to how we use some of our budget in this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated the impact of activity undertaken in previous years and built on the progress made in key areas.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.