



Pupil premium strategy statement



This statement details our school's use of pupil premium 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 RC Primary School
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2027/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Cleary Acting Headteacher
Pupil premium lead	Chelsea Banks
Governor / Trustee lead	John Brindle

Funding overview

Detail – 2021 – 2022 – Year 1 of 3	Amount
Pupil premium funding allocation this academic year	£45,880
Recovery premium funding allocation this academic year	£2,538
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,418

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's Primary School, it is our intention that all pupils, regardless of any challenges they face, make good progress and achieve high attainment across all areas of school life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress academically as well as ensuring we give those pupils an education and experience that will enable them to grow into well rounded and responsible adults of the future.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced by those pupils. This alongside research from the EEF. We will continue to target the funding at areas of disadvantage to ensure that all children can achieve. High quality teaching will always be at the core of our approach, this is proven to have the greatest impact.

Our approach is reactive to the challenges we experience and the individual needs of those children identified as disadvantaged. This is rooted in clear diagnostic assessments and not assumptions.

Our strategy is also integral to wider school plans and includes targeted intervention support for pupils whose education is affected by disadvantaged.

The challenges are varied and there is no "one size fits all".

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in Reading, Writing and Maths, not meeting year group expectations.
2	Low progress in Reading, Writing and Maths, not meeting year group expectations.
3	Attendance and punctuality of identified PP children
4	Children who joined St Anne's during their education, and have attended different schools and may have gaps in their learning.
5	Limited experience of life outside school compared to their peers.

6	Low self-esteem in regards to individual learning and their curriculum.
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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
Children to make expected progress in reading and maths through being taught a differentiated and challenging curriculum.	Termly data collection and analysis as well as discussion at pupil progress meetings. End of year/school results. Results measured against PP children.
Close attainment gaps in English and Maths for PP children.	Termly data collection and analysis as well as discussion at pupil progress meetings. End of year/school results. Results measured against PP children.
Children to attend range of out of school clubs, including sports clubs, music lessons etc.	Collect soft data where PP children are taking part in activities offered by school. Highlight any barriers to children's participation. After school or during school, lack of interest, misconception etc.
Children's social and emotional needs are met.	All About Me discussions to give benchmark – their attitude to themselves and school. This to be completed twice during the year. Regular conversations with class teachers to discuss children's personal progress both academically and socially.

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: £41,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply cover for class.	When children's views are listened and valued this increased their engagement with their learning and with staff. This also gives a safe and regular platform for children to share and confide in their teacher surrounding any concerns they may have at home.	3, 4, 5, 6
Staff CPD	Regular staff meeting updates are held termly but high quality staff CPD is essential to follow EEF principles.	3, 5, 6
TA Level 3 based in Year 1.	Schools should try and organise staff so that the pupils who struggle or have had disruption in their education have as much time with support is important. The old model of deployment where TAs are assigned to specific pupils for long periods is becoming less and less whereas the requirement of a more strategic approach to classroom or year group organisation is more beneficial.	1, 2
Cost of teaching support during class time	TAs having a direct instructional role within class is important and they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching but then supported through high quality teaching assistants.	1, 2, 6

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

Budgeted cost: £2,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Century for KS2 – Online learning platform. (£2,225)	<p>CENTURY is an AI-powered online teaching tool that tailors study material to students.</p> <p>This platform is used solely in KS2 and forms both homework and class based work. It allows children to complete diagnostic testing and then provides an individualised learning pathway.</p>	1, 2, 4
EdShed (£217.50)	<p>MathShed is a mathematics platform designed to significantly impact the enjoyment of mathematics while improving results. MathShed teaching slides are aligned with White Rose Maths, which is our school's Maths scheme. MathShed is fully resourced and uses a concrete-pictorial-abstract approach applying micro-differentiation. The fluency games engage and empower pupils, allowing them to put their newfound knowledge into practise.</p> <p>This is used by KS1 for homework tasks.</p>	1, 2, 4
Times Table Rockstars (£185.50) – the schools maths data is down to TT and	<p>Through daily and weekly practice the children will develop and embed times tables knowledge.</p> <p>Through a clever code behind the scenes works out which times tables facts each pupil is consistently taking longer to answer and then it gradually starts to present these facts more frequently until pupils have mastered them.</p>	1, 2, 6

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

Budgeted cost: £ 4,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of new books to inspire children and their reading.	Based on children’s All About Me conversations and a drive to improve confidence in being prepared for learning in line with their peers. Through purchasing of books (digital and paper) of these topics the children can have ownership over their learning and knowledge.	5, 6
School trip provision	All trips offered by St Anne’s enable children to experience the outside of class learning and will engage them for further studies. Spring 2025- Year 4 Egyptian Trip Spring 2025- Year 1 trip to Windmill Farm Summer 2025 – Year 5 Great Expedition Summer 2025 – Year 6 trip to Towerwood (residential)	5

Total budgeted cost: £48,418

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.

Teaching

- Monitoring of teaching through learning walks, data and book scrutiny as well as pupil voice

Pre-teaching and consolidation ensures all children can access the curriculum. Staffing costs have been expensive but effective in delivery by high quality teachers or HLTAs. This enables children to access the curriculum, both prior to and after studying class.

West Lancashire Sports Partnership has provided multiple opportunities for children to participate in extra curricular activities. These are tracked and monitored by class teachers each term to ensure all children have the opportunity offered to them.

Age appropriate, curriculum centred class readers drive the school's love of reading. Teachers model their love of reading. Two books per half term as well as class novels are enjoyed through shared reading in each class. Vocabulary to support learning is also evident with topic knowledge organisers on the school website to allow parents and carers to support the learning in school, this year through conversations staff will ensure Pupil Premium are aware/using these documents.

Children are exposed to a variety of books to enjoy in school and at home. They have weekly opportunities to visit the school library and receive advice on books dependent on the child's preference.

Class book exchange offers children the opportunity to bring in books that they have read at home and swap them for another age appropriate book. This ensures that Pupil Premium children have the opportunities to read a variety of books and this then nurtures and grows children's love for learning.