



"Loving God in all we do"  
**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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	St Anne's RC Primary School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	9% (33)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 2027/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss D. Dewhurst
Pupil premium lead	Miss C. Banks
Governor lead	Mr. A. Reardon

## Funding overview

Detail – 2025 – 2026 – Year 2 of 3	Amount
Pupil premium funding allocation this academic year	£49,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£49,545</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St Anne's Primary School, 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 a social worker and 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 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	Low attainment in Reading, Writing and Maths.
2	Low progress in Reading, Writing and Maths.
3	Children who joined St Anne's midway through their education, with gaps in their learning.
4	Attendance and punctuality concerns of identified PP children.
5	Limited experience of life outside school compared to their peers.
6	SEMH needs that effect individual learners and their curriculum.

## 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 progress and attainment gaps in English and Maths among disadvantaged children.	Children achieve National average progress scores in KS2. Termly data collection and analysis show children are closing the gap.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	Sustained high attendance by 2026/27 demonstrated by the overall unauthorised absence rate for all pupils being lower than national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being below national rates and the figure among disadvantaged pupils being in line with that of their peers.
Children to attend a range of extra-curricular clubs; have experience of cultural capital initiatives.	Sustained high-levels of enrichment and positive experiences demonstrated through qualitative data from pupil voice, surveys, teacher observation and evidence of increased participation in enrichment activities.

Children supported for their SEMH needs through 1:1 and small group interventions as well as adaptive teaching in lessons	Sustained high-levels of well-being and positive experiences demonstrated through qualitative data from pupil voice, surveys, teacher observation.
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## 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: £33,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to enhance the quality of social and emotional (SEL) learning. This will be embedded into curriculum and supported by professional development and training for staff.	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	3, 4, 5, 6
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1, 2, 3
Purchase of more synthetic phonics reading books to support and aid improvement in reading outcomes and a positive reading culture	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Enhancement of our core subject teaching (English and Maths) in line with DfE and EEF guidance.	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:	3, 5, 6

We will fund teacher release time to work with consultants and specialist to help embed further, key elements to support deeper learning.	<a href="#">Mathematics guidance: key stages 1 and 2</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a>  <a href="https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf">https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf</a>	
TA/HLTA support in class to enrich and support adaptive teaching	TAs allow for more differentiated input directed from class teachers. Adaptive teaching and quality first teaching becomes highly effective as a result. This leads to better outcomes for pupils.	1,2,3

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

Budgeted cost: £12, 031

Activity	Evidence that supports this approach	Challenge number(s) addressed
Century for KS2 – Online learning platform.	CENTURY is an AI-powered online teaching tool that tailors study material to students.  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. Evidence shows consolidation in learning to be effective.	1, 2, 4
EdShed	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	1, 2, 4

	<p>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. Again, supporting consolidation in learning.</p>	
<p>Times Table Rockstars</p> <p>– the schools maths data is down to TT and</p>	<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
Boxall Assessment	<p>Children from a disadvantaged background have an increased risk of poor social, emotional and mental health. Boxall is an assessment tool to identify areas of need for children to support/improve their SEMH. These assessments then write an individual support plan for the children.</p>	3, 6
TA/HLTA support for 1:1 and small group intervention	<p>TAs allow for more differentiated input directed from class teachers. Adaptive teaching and quality first teaching becomes highly effective as a result. This leads to better outcomes for pupils.</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3, 4, 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 enhance their reading offer.	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
Whole staff training on enhancing core subject teaching and embedding learning	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4,5
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.	5
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: £49, 545**

## 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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that 75% of disadvantaged pupils achieved expected standard in KS2, with 25% achieving GD in all areas.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that St Anne's particular use of highly skilled and trained support staff had a positive impact on learning and social and emotional needs of our disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Senior Leadership Team conducts termly learning walk and book looks to ensure pre-teaching and consolidation are part of our regular practice.

West Lancashire Sports Partnership has provided multiple opportunities for children to participate in extracurricular activities. These are tracked and monitored by class teachers each term to ensure all children have the opportunity offered to them. Pupil Premium children have priority to attend clubs each half term to ensure they have the opportunity.

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 continues 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.

The purchase of Accelerated Reader enhances the precision of assessment in reading and fosters a drive to improve reading amongst learners. Children in Year 2 and upwards have access to our Accelerated Reading programme which has proven to have a positive impact towards closing the gap between Pupil Premium children and their peers. This programme also enables children to take age-appropriate books home from school to enhance their reading and exposes them to a variety of genres and book types they may not have accessed before.

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.