# Pupil premium strategy statement – *St Anne's RC 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 | 408 |
| Proportion (%) of pupil premium eligible pupils | 46% |
| 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)** | 2025/26 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2028 |
| Statement authorised by | Laura Wordsworth (headteacher) |
| Pupil premium lead | Lydia Beal |
| Governor / Trustee lead | Damian Ganley (Pupil Premium Governor) |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £256035 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £256035 |

# Part A: Pupil premium strategy plan

## Statement of intent

At St Anne's, high-quality teaching and learning remains at the heart of our commitment to excellence. We believe that all pupils — regardless of background — deserve the opportunity to make strong progress and achieve high attainment across all areas of the curriculum. This commitment includes our disadvantaged pupils, including those who are already high attainers.

We know from the latest national research and guidance that the main barriers to disadvantaged pupils' success tend to be low literacy, poor attendance, and social, emotional or mental health and wellbeing challenges. EEF+2EEF+2 Therefore, our Pupil Premium strategy is shaped around responding to these barriers, in a way that is rooted in robust diagnostic assessment rather than assumptions. We recognise there is no "one-size-fits-all," and that each child's context matters.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, across all year groups and subject areas.
- For all disadvantaged pupils to make at least good progress, and where possible exceed national expected progress rates (regardless of their starting point).
- To support our pupils' health, wellbeing and social-emotional development — enabling them to access teaching and learning effectively.

We will achieve this by:

- Making sure all teaching is high quality — adopting evidence-based approaches and ongoing professional development so that teaching consistently meets the needs of our pupils.
- Providing targeted academic support (small-group tuition, intervention, 1:1 support when needed), especially for English, reading and other areas where disadvantage has caused gaps.
- Using well-structured diagnostic assessment to identify individual needs early, and intervening promptly (e.g. through tuition, speech and language support, SEMH/wellbeing support).
- Embedding a whole-school approach: all staff take responsibility for disadvantaged pupils' progress and well-being, maintaining high expectations for what they can achieve.
- Offering wider support and enrichment to address non-academic barriers: for example, ensuring access to activities, trips and residentials; promoting attendance and punctuality; supporting wellbeing and behaviour; engaging parents and carers.

- Monitoring our Pupil Premium spending transparently and evaluating effectiveness: tracking outcomes for academic progress, attendance, wellbeing and other measured indicators, to make sure funding delivers value for money and supports real improvements for disadvantaged pupils.

We also recognise the wider national context: evidence indicates that "persistently disadvantaged" pupils (e.g. those eligible for free school meals for most of their time at school) face some of the largest attainment gaps. Education Policy Institute+1 Given this, we reaffirm our commitment to focus our interventions where they will have greatest impact, prioritising pupils with greatest need while ensuring quality provision for all.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 School Readiness | We continuously have low baselines on entry to EYFS in all areas.<br>Nursery Baseline Data<br>Reception Baseline Data |
| 2 Attendance | At the end of academic year 2024-25 attendance for pupils eligible for PPG was lower than non-eligible and lower than National all pupils. Absence of Non PP was 11% and PP was 20%. |
| 3 Speaking and Listening | Continued High level of speech, language and communication needs. 63% of pupils who receive SEN support have communication and interaction as their primary area of need. Observations and discussion also indicate a high level of SLCN across a wider range of pupils, including those not yet identified as having SEND, with higher prevalence among our disadvantaged pupils.<br>Reception Wellcomm Baseline |
| 4 SEN | 25 have an EHCP in place as of September 2025(plus 3 pending). This is 6% of the school, which is double the 3% of primary school pupils nationally. Of these, 54% are in receipt of PPG.<br>SEND report Sept 25 |
| 5 Higher standards | Not enough pupils reach the higher standards at the end of KS2, including those who are academically able. Numbers of disadvantaged pupils reaching the higher standards are lower.<br>Summer Data 2025 |
| 6 social, emotional and mental wellbeing | Some of our children have had adverse childhood experiences and as a result, levels of mental and physical well-being of the children and their family members have a negative impact on their readiness to learn. |

## 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.Maintain Good Level of Development (GLD) attainment for disadvantaged pupils at the end of EYFS | EYFS GLD will continue to be at least in line with National GLD |
| 2.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance and punctuality |
| 3. Improved oral language skills and vocabulary among disadvantaged pupils. | 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. Wellcomm will be used in EYFS and Yr1 to support this. |
| 4. Improved attainment at the higher standard at the end of KS2 for disadvantaged pupils | The amount of PP children achieving Greater Depth at the end of KS2 will increase. |
| 5.Improved well- being and resilience, particularly of our disadvantaged pupils | Sustained high levels of wellbeing. |

## 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: *(50% which is 'recommended allocation' of PP £128,017)*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Enhancement of our reading and writing teaching and curriculum | The DfE non-statutory guidance has been produced in conjunction with literacy experts and school leaders, | |

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| planning in line with DfE and EEF guidance.<br>Reading and writing leads in school have additional subject leadership time to develop, monitor and evaluate.<br><br>Reading Development Plan<br>Writing Development Plan | many of whom are part of English Hubs programme. The reading framework – Teaching the foundations of literacy The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well. Using your pupil premium funding effectively – Education Endowment Foundation. | |
| We will continue to fund Accelerated Reader and spend heavily on wide range of high quality texts | Evidence and research cited by Renaissance is strong – The Research Foundation for Accelerated Reader<br>Accelerated Reader helps with both independent and instructional reading, giving educators the right combination of texts, skills, and insights for successful reading practice and continued student growth.<br>EEF Accelerated Reader (study one)<br>EEF AR Effectiveness trial (study two) | |
| All teachers to access high quality, relevant CPD.<br>Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher's career stage development | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. | |
| Quality Assurance- (both by subject leaders and externally) that our high standards for high quality teaching, in line with our Teaching and Learning Policy (the St Anne's way Way) are embedded.<br>Assistant Head Teachers are appointed for each phase and have dedicated weekly release time. | The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.<br><br>Using your pupil premium funding effectively – Education Endowment Foundation | |

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|---|---|---|
| Subject leaders and TLR post holders have CPD to support their role development and dedicated release time. | | |
| Ensure that teaching assistants are given sufficient time to engage in weekly CPD activities which are systematically planned in line with whole school priorities | The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | |

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

Budgeted cost: *(25% which is 'recommended allocation' of PP is £64,008)*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To focus on speech, language and communication in EYFS including SALT supporting for half day a week. | 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:<br>Oral language interventions \| EEF (educationendowmentfoundation.org.uk | |
| To develop communication skills across all areas of the curriculum to enable our pupils to become confident, effective communicator | There is a wide body of research which shows that lower levels of Oracy directly impact children's life chances.<br><br>The Communication Trust's 2017 report, Talking About a Generation found that children who struggle with language or have poor vocabulary at age five are:<br><br>● Six times less likely to reach the expected standard in English at age 11 than children who had good language skills at five.<br>● Ten times less likely to achieve the expected level in Maths. | |

| | | |
|---|---|---|
| | ● More than twice as likely to be unemployed at age 34 as children with good vocabulary.<br>● Twice as likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part.<br><br>The impact of oracy is clear. We aim to prepare our children for life and without good oracy skills children will be at a disadvantage | |

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

Budgeted cost: *(25% which is 'recommended allocation' of PP is £64,008)*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Supported contribution payment for activities, educational visits and residentials. | It is proven that taking pupils on educational visits and residential school trips during their primary years is hugely beneficial from an educational perspective. Indeed, there is a growing body of evidence demonstrating the positive impact of residential experiences both on young people's academic outcomes and their wider development.<br>Some examples of these benefits include but are not limited to-<br>● Developing independence<br>● Improved confidence, well-being and self esteem<br>● Improved teacher and student relationships<br>● Engaging hard to motivate students | |
| To develop and run a wide and varied programme of enrichment clubs with a clear curriculum focus - to ensure children have the opportunity to embed and apply skills developed across a broad range of curriculum areas- thus enabling our children to | There is lots of evidence which shows that through enrichment opportunities and experiences in school - children are equipped with the knowledge, skills, ability and determination to make a positive contribution to their local community and beyond.<br>● Such opportunities further help children develop their interests and talents.<br>● Enable children to develop their character, including resilience, confidence and independence. | |

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| apply skills in real- life contexts.<br><br>Clubs 25-26<br>Trips & Experiences 25-26 | ● Teach children how to keep physically and mentally healthy.<br>● Prepare them for future success.<br>● Equip children to be responsible, respectful and active citizens. | |
| Therapeutic and pastoral support Provided with Family Support Worker- Drawing and Talking Therapy, Lego Therapy and support for Young Carers<br>Daily Welfare Checks, Nurture Breaks, Haven Group, The Lodge | EEF Guidance about Wider strategies focusing on SEL, Well-being and Mental Health<br><br>EEF – wider strategies | |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | |

## Total budgeted cost: £256035

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

The tables below show the actual attainment for year groups 2 and 6 during 2024-25 by whole cohort and by those children eligible for the pupil premium grant.

Summer Term Attainment Summary 2025

Pupil Premium Review

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| Accelerated Reader | Renaissance |

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|---|---|
| Speech and Language Therapist | NHS |
| Occupational Therapist | Manchester Occupational therapy services |
| Educational Psychologist | Catalyst |
| Play Therapist | Intraquest |
| Tongue Fu Talking | Tongue Fu Talking |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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