

St Anne's RC Primary School Pupil Premium Strategy Review

September 2025

Key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Poor communication and oracy skills	Audit, Assessments, observations, and through discussions with pupils indicate underdeveloped oral communication, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2. Mathematics-	Internal and external (where available) assessments, deep dive observations and discussions indicate that Math's attainment among disadvantaged pupils is below that of our non-disadvantaged pupils.
3. Attendance and Punctuality concerns-	Our attendance data indicates a gap between attendance among our disadvantaged pupils and non-disadvantaged pupils
4. Behaviour	Through CPOMs/ IRIS logs, discussions with staff and children within a core group of our disadvantaged children- we recognise that we need to prioritise strategies and support with self-regulation
5. Well-being and emotional resilience-	Our assessments, surveys, observations and discussions with pupils and families have identified social and emotional issues for pupils- these challenges particularly affect our disadvantaged pupils. Pupil referrals for Therapy support have increased.

Intended outcomes by end of 2024-2025

Intended outcome	Success criteria
1. Improved communication and oracy amongst our disadvantaged pupils.	Assessments, observations and discussions indicate significantly improved oracy and communication among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment (EYFS).
2. Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2	KS1 maths outcomes in 2024/25 show that more of our disadvantaged pupils met the expected standard. KS2 maths outcomes in 2024/25 show that more of our disadvantaged pupils met the expected standard.
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance and punctuality from 2024/25
4. Improved behaviour of the small group of our disadvantaged pupils	CPOMs negative behaviour logs, discussions with staff and pupils and behaviour intervention are evident of improvement in behaviour incidents for our small group of disadvantaged pupils
5. Improved well-being and resilience, particularly of our disadvantaged pupils	There are sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from our CPOMs logs, intervention timetables and targeted support programmes, feedback from therapy support providers, student voice, student and parent surveys and teacher observations

Teaching

Activity	What we have done
<p>Purchase of standardised diagnostic assessments- NTS-</p> <p>Guidance for staff- especially those new to school/year groups to ensure assessments are interpreted and administered correctly.</p>	<p>NTS Standardised tests purchased- pupils sit these during Assessment week x 3 yearly in R, W and M- scores are recorded on ITrack monitoring system</p> <p>SLT supported staff with this , Key stage moderation took place throughout the year.</p>
<p>Embedding dialogic activities across the school curriculum. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training, SALT support and release time</p>	<p>Speech and Language therapist (Cat Lappin) allocated to our school one day a week. I meet with her at the end of each term to plan for the next term. We use Cat's time in school to provide training for staff who are working with specific children, liaising with parents, whole staff training (colourful semantics, neurodiversity) one to one assessments and a report for specific children, liaising with class teachers to support their understanding of a child in their class, surgery sessions where teachers have opportunity to discuss a child in their class or a concern that is affecting a group of children.</p> <p>Over the course of this year we are keen to work with the Wave 2 children to ensure provision is in place for these children within class rather than these children coming out of class for interventions.</p> <p>Cat works closely with teachers and TAs to model, coach, support with the delivery of provision within class. This may be in the form of visuals, task plans, personalised timetables, concrete resources.</p> <p>All reports and files are uploaded on to Provision Map - whole school system mostly used for SEND - I will make teachers aware that reports</p>

	<p>are on there and ask for them to liaise with their TA to ensure children have this provision at some point each week.</p> <p>Colourful semantics is currently being implemented across school. This will benefit all children but specifically children who are on the SEND register. Children with DLD will benefit from using these visuals to structure their thinking and compose sentences for writing.</p> <p>Cat Lappin is going to work with Emma Wilson who is part of the English teaching team and has a TLR for Oracy across school. They will revisit the curriculum across school to ensure there are opportunities for speaking and listening within each lesson/subject area. This will be ongoing across this school year.</p> <p>Wellcomm in EYFS, all children are screened within the autumn term, interventions to begin by October half term in Reception and from Spring term in Nursery. EYFS lead liaises with parents, runs workshops, links in with Surestart to support parents</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE guidance.</p> <p>We will provide a personalised Maths curriculum that fosters and sustains enjoyment and is sequenced in a way in which our children 'know and remember more'</p>	<ul style="list-style-type: none"> • High quality resources purchased to teach Maths following a Mastery curriculum (White Rose premium subscription & workbooks) • All classes have access to high quality manipulatives for example Numicon, base 10, counters, ten frames, rekenreks • Workbooks purchased for 2023-24 • Daily flashback 4 to review all learning • Book Looks • Additional arithmetic sessions to secure fluency of number 3 times per week • Numbots and Times Table Rockstars subscriptions are purchased to develop fluency with addition, subtraction & times table which is accessible at home and school

	<ul style="list-style-type: none"> • ECTs observed model Maths lesson from Maths lead • A long term plan is in place for each year group so Maths topics are taught before they are applied in other subjects. • A curriculum map has been made for each year group which shows all links with Maths to other subjects • A Maths action plan is created annually • Created a journey through a Maths unit for the website • Arranged Number Day and the school raised over £200 for the NSPCC • All classes have working walls for each topic • CPD for teachers and TAs on bar modelling • There is access to online CPD for teachers and TAs for each topic they will teach • Each class had problem solving workshops from The Problem Solving Company to enhance the Maths curriculum
<p>To implement robust RE, PSHE, RSE, RRSA curriculum, improve the quality of our provision and teaching approaches, these will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>RE team with specific focus areas linked to CSI</p> <p>RE Inspection - July 2024- overall Grade Good</p> <p>PSHE co-ordinator in place - adapted the curriculum and enhanced provision through purchase of new resources including Picture News and weaving in</p> <p>'think equal' being used in EYFS. This has been extended to cover both Nursery and Reception. Books have been selected to link in with the school PSHE program.</p> <p>Picture News tailored to EYFS and remainder of school for differentiation</p> <p>Ciara attending various training to ensure lessons are up to date</p> <p>iMatter lessons implemented</p> <p>RSE information sent out to parents (ten:ten parent log in, breakdown of their child's RSE lessons across the year, information on the topics being taught)</p> <p>Parent meeting covering the RSE content and how to navigate the ten:ten website. This meeting is held in the morning and afternoon to allow parents a choice of times to visit. Parents are able to ask questions around this.</p> <p>1:1 meetings with parents to answer any questions they had regarding the topics discussed with their child and how they can further support them with ten:ten information shared with all staff. Resources provided via ten:ten website</p>
<p>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.</p> <p>Assistant Head Teachers are appointed for each phase and have dedicated weekly release time.</p> <p>Subject leaders and TLR post holders have CPD to support their role development and dedicated release time.</p>	<p>Subject deep dives led by subject leaders , supported by Assistant head for teaching and learning , Alan Torr termly QA visits with a specific focus set by SLT relating to school priorities ,</p> <p>timetable of release in place to allow time to support within phases and wider responsibilities ie Assessment , Teaching and learning , SENDco</p> <p>Subject leader release timetable in place - covered by SLT/ Teacher - leaders documented how they had utilised their release time for accountability</p>

All teachers to access high quality, relevant CPD including that which is led in-house and externally	Weekly staff meetings timetabled throughout the year- led by Middle leader/ school staff and external providers - Teaching staff
Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher 'career stage development.	Several staff enrolled in NPQ's relating to their area of expertise or particular interest/ SENDCo - National SENDCo award . NPQH, Senior Mental Health lead training- linked to School Development plan and priorities.
Ensure that teaching assistants are given sufficient time to engage in weekly CPD activities which are systematically planned in line with whole school priorities	Staff meeting time and training was given to support teaching assistants - built in to planner
Additional TA's have been employed to support class teachers with teaching and learning and supporting the needs of individual classes across school	Teaching assistants were employed if appropriate- links with teaching personnel agencies to ensure high calibre of support was provided to best meet identified need
Activity	What we have done
Therapeutic and pastoral support provided- both through external support CARITAS and in-house – play therapy and family –pupil support worker	Caritas Social worker employed to work with identified children once a week Play Therapist 1x week - identified children Pupil Family Support worker 3 days a week supporting both children and their families

Targeted academic support

Activity	What we have done
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tutor supported identified children across KS1 deployed Y6 SATs Maths Intervention
To focus on speech, language and communication in	Wellcomm assessments in both nursery and reception. Assessments start in the second week. All children are supported with SALT through tailored activities. Communication boards to support children with their communication. Race to English interventions delivered through colourful semantics resources. SALT support with key children- targets supported with 1:1 interventions Drawing club in Reception to improve and widen use of vocab. Staff have been trained ACI communication wheels in all classroom learning zones to support adult child interaction (focus on next steps vocab) high level of adult interaction when children are learning in provision kagan groups in reception to support children with self esteem, hearing english being spoken and to allow listening and speaking skills to improve. experience days to get children excited and talking about what they have done- farm visit to school, library visit, minibests and owls and birds of prey. These are linked with

	the topic and will support children with understanding and aid further communication.
To develop communication skills across all areas of the curriculum to enable our pupils to become confident, effective communicators	Debate mate Oracy focus in lessons weaved in Kagan and talk partners Effective questioning Child led discussions Pupil voice opportunities Pupil leader roles Pupil lead in assembly Explicit teaching of communication skills

Wider strategies

Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance	Weekly attendance figures shared First day absence calls took place Vulnerable children reporting procedures followed Letters to acknowledge decline in attendance that could trigger Panel meetings sent Penalty notice requests sent to LA attendance team Late gates took place Liaised with local authority attendance team Praise given to students with improved attendance Monopoly attendance which praises class team work
Whole staff training both in-house and brokered on behaviour management and anti-bullying approaches with the aim of developing our bespoke St Anne's way school ethos and improving behaviour across school.	This was led by school behaviour team - LW/ED/ Support was brokered from Bowker Vale outreach , Bridglea, Educational Psychologist
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 apply skills in real-life contexts.	Clear timetable of rich and varied enrichment clubs was planned in for the Academic year - led by school staff and external agencies Pupils entered into a variety of competitions to showcase their skills ie Debate Mate, Robot, Sporting , Football league
Supported contribution payment for activities, educational visits and residential.	PP children given funded / assisted places based on discussions and need.