



Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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
Number of pupils in school	N-6 447 R-6 413
Proportion (%) of pupil premium eligible pupils	32% (R-6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D Linehan
Pupil premium lead	K Shaughnessy
Governor / Trustee lead	Maria Salt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192405
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	£ 192405

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of Pupil Premium and Recovery Premium for 2025-2026. 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. We want all pupils to go forth and achieve to the best of their abilities. Aspiration and vocation is important to **all** our pupils.

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.

To ensure that this is effective we will:

- Ensure gaps are identified
- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene and identify gaps □
- Ensure 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	A high number of pupils enter St Anne's School below age related standards. Prime areas of learning are a focus along with Literacy and Numeracy for our youngest pupils.
2	Early Language development - low levels of speech and language skills impact on learning. Communication and Interaction is a high need for our school.

3	Levels of SEND are above national average – 20% - a high number of these are PP children (48.5% of children with SEND are pupil premium children) SEND and disadvantaged pupils require structured and consistent interventions in phonics, reading, writing and maths.
4	Regularity of reading at home and or access to high quality texts at home
5	Assessments, observations and screenings show disadvantaged pupils have greater difficulty with reading compared to peers in Y1. Without rigorous targeted interventions (1:1 and small groups) daily/weekly this would result in a negative effect on reading.
6	Interventions and opportunities for writing across the curriculum aim to target and narrow the gaps.
7	Skills in calculation strategies and mental recall require development to ensure pupils are confident, capable mathematicians able to apply their skills in their daily lives.
8	Wellbeing and anxiety is a challenge for disadvantaged pupils and this can affect health and attendance. Attachment needs are still prevalent in school.
9	Punctuality and attendance including higher PA than peers

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
The children in EYFS will make significant progress across all curriculum areas.	Nursery and Reception will focus on Prime Areas to improve outcomes for all pupils. Assessments, pupil progress meetings and observations will demonstrate progress is rapid and sustained. Quality first teaching will take place.
Improve oral language skills and vocabulary for disadvantaged pupils	Use of NELLI and Wellcom resources to be across EYFS to raise standards in Communication and Interaction. Language rich environment. High quality texts will be used where appropriate to allow children to access a rich range of vocabulary. High quality texts also available for access through reading schemes.

SEND pupils are supported to make progress and relevant services are utilised to support this and raise standards for all.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement which will result in progress
SEMH needs of pupils identified, supported and monitored across all Key Stages.	Mental Health Training. Wellbeing training for staff and pupils. Provide SEMH support and opportunities to talk. Working with EP and local SEMH agencies to support children with SEMH needs. Appropriate signposting for parents supporting pupils or their own needs. Increased enrichment activities.
To improve attainment in reading and writing for all disadvantaged pupils.	Gaps between PP and non PP pupils are closing. Chn have basic phonic fluency to decode Chn can identify and retrieve important information in what they have read Chn can make basic inferences based on evidence in the text Chn can construct and punctuate basic sentences with full stops and capital letters Chn have strategies to be able to think of a sentence in their head, retain it and record it Chn apply their phonic knowledge to longer pieces of writing Chn have the stamina to complete a range of short fiction and non-fiction texts independently
To improve attainment in maths for disadvantaged pupils by the end of each key stage.	Gaps between PP and non PP pupils are closing. Use of end of block assessments to support early identification of gaps in learning for targeted focussed support. Opportunities to practise skills every day in class Chn recall number facts with greater fluency Chn confidently apply their mathematical knowledge in familiar and unfamiliar contexts Chn can reason and explain about their Mathematical thinking
Improve attendance of statutory school aged disadvantaged pupils to National average	School follow policy and work with families and outside agencies to improve attendance Absence is regularly tracked and actions are taken to address poor attendance PA absent families are supported and challenged to improve attendance

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

Budgeted cost: £147,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence based strategies to support Quality First Teaching.	EEF guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition CPD training will help teachers ensure they are modelling and teaching these skills and helping children identify the strategies that support them the most. EEF guidance report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2,3,4,5,6,7
Leadership Coaching CPD	EEF putting evidence to work Implementation: https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf	1,2,3,5,6,7,8,9,
CPD and teaching of phonics	EEF Toolkit EEF EYFS toolkit EEF Effective Professional Developments EEF – preparing for Literacy EEF Literacy at KS1 Training Hubs Support for ECT teachers Support to all teachers to ensure quality first teaching Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6
CPD for reading, writing, vocabulary	EEF Effective Professional Development. EEF Literacy KS1 and KS2 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6
CPD for Maths Mastery curriculum	EEF toolkit Mastery learning EEF (educationendowmentfoundation.org.uk)	1,2,3,5,7

	Maths Hubs NCETM – National Centre for the Excellence of in the Teaching of Mathematics. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	
	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	
Additional staff in Year 6 to help close the gap and children to become secondary ready	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6,7,8,9

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English tuition</i>	EEF guidance report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3,5,6
<i>Mastering Number</i>	EEF toolkit Maths Hubs NCETM – National Centre for the Excellence of in the Teaching of Mathematics.	1,3,7
<i>Maths Tuition</i>	EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Maths Hubs NCETM – National Centre for the Excellence of in the Teaching of Mathematics.	1,3,7,
<i>NELI</i>	EEF guidance report: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1,2,3

1:2:1 Reading	Literacy Trust Guidance: https://cdn.literacytrust.org.uk/media/documents/Read_On_Get_On_Strategy.pdf	1,2,3,4,5,6
Structured Interventions <i>Words their Way Direct Phonics RWI Fresh Start</i>	EEF – toolkit phonics EEF – toolkit teaching assistant interventions EEF – small group interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6,7

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

Budgeted cost: £ £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CSAWS support and collaboration	ECES research https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp	8,9
CFSW to support CP, CIN and EH families	Best practice and impact of ACE on educational outcomes https://www.headteacher-update.com/best-practice-article/adverse-childhood-experiences-and-the-implications-for-schools/215017/	8,9
Relax Kids- to help develop friendship/social skills and ability to play with others while developing selfconfidence and esteem	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,8,9
SEMH support- Minds Eye Therapy – direct emotional and practical psycho-social support	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,8,9

Learning mentor to support children with Mental health	Mentoring EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,8,9
Additional SEMH hours	Mentoring EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,8,9

Total budgeted cost: £ 195000

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.

KS2 Sum

Pupils (from 2024-2025) in Year 6

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Assessments: 2024-2025 Summer 2

		Reading		Writing		Maths		GPS	Reading/Writing/Maths	
	# pupils	% of pupils Expected or higher	% of pupils Greater Depth	% of pupils Expected or higher	% of pupils Greater Depth	% of pupils Expected or higher	% of pupils Greater Depth	% of pupils Greater Depth	% of pupils Expected or higher	% of pupils Greater Depth
All Pupils	57	81%	44%	91%	26%	91%	30%	33%	77%	14%
Pupil Premium	22	82%	45%	95%	18%	100%	27%	36%	82%	9%

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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

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 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 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.