

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Anne's Catholic Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025/7
Date this statement was published	Sept 26
Date on which it will be reviewed	Sept 26
Statement authorised by	Brigid Tobin
Pupil premium lead	Chloe Jenkins
Governor / Trustee lead	Yasmin Sanchez-Pearson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,025
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 53,025</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

*No pupil should be disadvantaged due to their home economic situation. All our pupils should have access to the same experiences, learning, vocabulary, knowledge and resources, to allow everyone to attain to the best of their abilities, make expected or better progress and have good mental health.*

*Our pupil premium strategy enables access for all to high quality first teaching, including adaptive teaching, and additional adult support throughout the school. The strategy links to the school development plan, ensuring that those eligible for pupil premium achieve in line with peers, especially in respect to functional writing skills, oracy skills and vocabulary development in reading and writing. Gap filling intervention happen when necessary to support pupil progress. When pupils are active and physically well, they are ready to learn. This also supports good mental health. We believe that all pupils should have good attendance and work with families and wider professionals to enable this. We will also provide resources and financial support for trips and clubs where needed, to enable all pupils equal access.*

## Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged children have lower functional writing skills, which is impacting progress in writing.
2	Disadvantaged pupils come into school with smaller vocabularies and lower oracy skills than some peers. Many also have English as an additional language.
3	High migration into school. Pupils joining school with gaps in learning/experience from a different education system. We also have a number of pupils joining throughout the school who have English as an additional language.
4	Attendance – persistent absence/lateness
5	Pupil coming to school without correct uniform or resources. Families not able to support with the costs linked to trips and visitors
6	Parent and pupil attitudes are not positive towards healthy eating and fitness

## 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 functional writing skills	Progress rates across the school for children eligible for PPG are similar or equal to other pupils in writing  The percentage of (non-SEN) pupils eligible for PPG are achieving or surpassing age related expectations in writing is similar to non-PP children.
Improved oracy skills and vocabulary levels	Progress rates across the school for children eligible for PPG are similar or equal to other pupils in writing and reading  The percentage of (non-SEN) pupils eligible for PPG are achieving or surpassing age related expectations in writing and reading is similar to non-PP children.
Children will not be disadvantaged by their home economic situation	Some children will have trips/ uniform/ financial support for school clubs and resources provided as needed.
Ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.	The attendance of children eligible for PPG is similar to that of non- PPG eligible children, so that they have access to school provision.  Any child who is identified as having attendance of less than 92% will be monitored by the ASW and school staff. Action will be taken to work with families to improve individual's attendance.
Parent and pupil attitudes to fitness and healthy eating are improved	Children and families have an increased understanding of healthy eating. Attendance at sports clubs is increased.

## 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: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted Writing and Language Interventions</i>	<p>Use of structured intervention, Emphasis on oral rehearsal, vocabulary building, and sentence structure</p> <p><i>Education Endowment Foundation (EEF)</i> research shows oral language interventions have <b>+6 months' progress</b> for disadvantaged pupils.</p> <p>Internal writing assessment data and teacher observations show improved writing fluency and sentence quality in pupils receiving support.</p> <p>Case studies demonstrate progress in writing confidence and output.</p>	1,2,3
<i>EAL Support and Differentiated Language Scaffolds</i>	<p>Use of <i>Voice 21</i> strategies: sentence stems, dialogic talk, structured group work</p> <p>Daily opportunities for purposeful talk (e.g., partner talk, debates, role play)</p> <p>Research from <i>Voice 21</i> schools shows measurable improvements in spoken language and writing outcomes.</p> <p>DfE guidance shows that structured EAL support increases access to the curriculum and accelerates English acquisition.</p>	2,3,4
<i>Incentive and Reward Systems</i>	<p>Attendance certificates, recognition assemblies, and small rewards for improved or full attendance.</p> <p><i>DfE (2018)</i> behavioural insights suggest short-term incentives can positively influence attendance if paired with strong pastoral messages.</p> <p>The Education Endowment Foundation (EEF, 2021) highlights that early identification and response to attendance issues are crucial in preventing persistent absenteeism.</p> <p>EEF (2021) notes that working with parents to improve attendance is a promising strategy, especially when families face multiple barriers.</p>	3, 4
<i>Healthy Eating and Fitness Promotion</i>	<p>Approach:</p> <ul style="list-style-type: none"><li>• Cooking clubs, nutrition education, fruit programmes, and active play/sports sessions.</li></ul>	3, 5, 6

	<ul style="list-style-type: none"> <li>Targeted PSHE lessons addressing lifestyle and well-being.</li> </ul> <p>School Health Survey or internal wellbeing surveys show improved pupil knowledge and attitudes toward healthy living.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up reading- intervention to develop fluency and vocabulary development	A recommended intervention by the EEF: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</a>	1, 2, 3
Continue with small group maths intervention for disadvantaged pupils falling behind age-related expectations – use Numberstacks maths intervention	<a href="https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf">https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf</a>	1, 2, 3
Effective deployment of staff, Teaching Assistants to support key children and year groups.  TA support in the classroom to enable adaptive teaching/ scaffolds planned by the teacher. Also support with pupils requiring emotional and behavioural guidance.	Ofsted research document showing the importance of access to a broad and balanced curriculum for all pupils:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf</a>  EEF research: TAs are best used to add value to the teacher, not replace them:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</a>	1, 2, 3, 6
Daily Mile or Active Breaks- Whole-school daily fitness routine and movement breaks during learning led by Play leader  PE Enrichment and Sports Clubs- Access to a wider range of sports, with priority places and funding for PP pupils.	<i>Sport England</i> (2019) reports that inclusive sports provision increases motivation and self-esteem, especially in disadvantaged groups.  <i>Daily Mile Foundation</i> research shows improvements in pupil concentration, fitness, and mood. <i>Youth Sport Trust</i> (2020) links regular physical activity with increased engagement and mental well-being.	4,5,6

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

Budgeted cost: £ 18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support worker -Engage the relevant support professionals in line with the Attendance policy to encourage good attendance.	<a href="https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eeecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024_.pdf">https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eeecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024_.pdf</a>	4
Funded places for PP pupils in sports clubs and Afterschool clubs,  Encourage parents to attend workshops on food prep, nutrition, and exercise from Caterlink  Promote healthy snacks, water-only policy, and active play	<b>EEF Guidance (2021)</b> – Parental engagement has moderate impact on pupil outcomes when done well.  <b>Public Health England (2016)</b> – Schools can significantly influence children's health choices.  <b>Youth Sport Trust</b> – Active pupils show higher resilience, motivation, and academic success.  <b>Magic Breakfast / EEF Trial (2016)</b> – Nutritional interventions linked to improved attention and behaviour	6
Clubs/uniform	Fair access	2
Provide financial support for PP children so that they can attend all educational trips free of charge. Financial support for siblings to attend ASC/BAC when PP children are being tutored.	Fair access	2,5

**Total budgeted cost: £ 53,025**

## Part B: Review of the previous academic year

### **This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.**

At St Anne's, the progress gap between pupils eligible for Pupil Premium Grant (PPG) and their peers remains small. This reflects the school's strong focus on early identification and tailored support for those at risk of falling behind. During regular progress meetings, staff work together to review pupil outcomes and identify where additional help may be needed.

The SENCO plays a key role in this process, working closely with teachers to plan and oversee interventions that meet individual needs. Support is carefully matched to each pupil, with a clear focus on scaffolding learning and building independence. This joined-up approach ensures that gaps are picked up quickly and addressed through targeted teaching and high-quality classroom practice.

Leaders and the SENCO also work with a range of external agencies to make sure staff have the right guidance and training to deliver support effectively. As a result, a number of PPG pupils have made accelerated progress, particularly in Reading and Writing, where interventions have had a clear and measurable impact.

Feedback from pupils shows that they feel supported and confident in their learning, and parents have been positive about the help their children receive. Leaders have also made sure that PPG pupils are fully included in all aspects of school life, including trips and extracurricular activities, so that every child can take part and thrive

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils