



Pupil premium strategy statement – reviewed December 2025

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	161
Proportion (%) of pupil premium eligible pupils	45 pupils (28%)
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	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lisa Stokoe
Pupil premium lead	Kelly Watkins
Governor / Trustee lead	Paul Arrowsmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£74,100



Part A: Pupil premium strategy plan

Statement of intent

*At St Anne's Catholic Primary School, we hold **high expectations for all pupils**, regardless of their background or the challenges they face. Our ambition is to ensure that every child achieves their full potential and excels across all areas of the curriculum.*

*Our **Pupil Premium (PP)** strategy is carefully planned to reflect our school's context, address the challenges faced by our pupils, and build on the best available evidence from the **Education Endowment Foundation (EEF)** and other reputable research. Our aim is to use the Pupil Premium grant to promote **equity and opportunity**, creating a school environment where everyone can succeed.*

Core Principles of Our Strategy

1. High-Quality Teaching and Learning

- At the heart of our strategy is the belief that excellent teaching is the most effective way to close the attainment gap.
- Our focus is aligned with the EEF's Tiered Model, emphasizing:
 - High-Quality Teaching.
 - Targeted Academic Support.
 - Wider Strategies.
- Professional Development underpins this focus, guided by Rosenshine's Principles of Instruction and the EEF's Five-a-Day approach, ensuring that teachers are equipped with evidence-based strategies to improve outcomes.

2. Strong Relationships

- Relationships are the foundation of everything we do. Whether between pupil and teacher, pupil and peer, or teacher and parent, we believe that trust and respect are crucial for success.
- We take a restorative and positive approach to behaviour, ensuring that all interactions are underpinned by gospel values.

3. Emotional Development and Mental Health

- A strong emotional foundation is critical for learning. To support this, we:
 - Use Stormbreak Mental Health resources.
 - Offer nurture groups and social-emotional interventions.
 - Enhance our curriculum with opportunities that develop resilience, well-being, and emotional growth.

4. Attendance and Family Engagement

- Recognising the importance of attendance, we follow guidance from the 'Securing Good Attendance' (2022) framework and our attendance policy and procedures.
- We work closely with families to address barriers to attendance and engagement, providing early support where needed.



5. Equity and Opportunity

- Our school offer is continually reviewed to ensure all pupils have access to rich and varied opportunities, both academic and extracurricular.
- This strategy is regularly reviewed to meet the bespoke needs of our pupils and families.

Challenges

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

Challenge number	Detail of challenge
1	Low language acquisition on entry: improve speaking, listening and oracy skills on entry to EYFS and continue building throughout school.
2	Close the Attainment Gap: Reduce attainment gaps in reading, writing, and mathematics by focusing on high-quality teaching and targeted interventions.
3	Improve Attendance: Raise overall attendance to at least 95% and reduce persistent absence among PP pupils.
4	Enhance Pastoral Support and SEMH Provision: Build resilience, improve behaviour, and support pupils' emotional well-being, enabling them to engage effectively in learning.
5	Increase Access to Enrichment Opportunities: Ensure all PP pupils participate in extracurricular and cultural activities to develop cultural capital.

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
Low language acquisition on entry: improve speaking, listening and oracy skills on entry to EYFS.	<ul style="list-style-type: none"> - Ambitious EYFS curriculum focused on developing language, vocabulary and oracy with very deliberate vocabulary choices. - Use of English Emporium program with vital story/book links, using Nursery rhyme spine, traditional tales and core texts to clearly develop vocabulary understanding. - Language Screen used to screen all pupils on entry to identify any gaps in language comprehension.



	<ul style="list-style-type: none"> - Early reading –Read Write Inc program is rigorously applied from Reception entry onwards to teach systematic synthetic phonics. - High Quality CPD within oracy and language to support children with speech and communication progression. - Adaptation and implementation of the NELI program to support a rigorous development in speaking, listening and language/vocabulary. - Enriched curriculum from EYFS to Year 6 with clear vocabulary focus to continue to develop language understanding.
<p>Close the Attainment Gap: Reduce attainment gaps in reading, writing, and mathematics by focusing on high-quality teaching and targeted interventions.</p>	<ul style="list-style-type: none"> - Ensure all staff are delivering quality first teaching to a high standard - Provide high quality CPD for all staff, - Effective staff deployment meeting the needs of all pupils ensures gaps in knowledge are targeted through planned focussed interventions. - Revisits to prior learning to ensure all curriculum gaps and misconceptions are addressed. Using the EEF ‘5-a-day’ approach, Rosenshine’s Principles and ‘Ten Teaching Techniques’. - Constructive feedback is provided to all pupils to support progress. This is underpinned by positive relationships between teachers and pupils so that pupils are able to take on board the feedback to improve. - Robust assessment enables teachers to plan accordingly to meet the needs of all pupils. Planning bespoke curriculums to ensure all pupils make at least expected progress and attain highly.
<p>Improve Attendance: Attendance for all pupils is in line or above National. All pupils will attend school regularly.</p>	<ul style="list-style-type: none"> - Pupils want to be in school - Staff work closely with families ensuring trust is built to address and support any barriers to attendance. - Sustained improved attendance is demonstrated by internal tracking and external data. PP pupils will be in line with National Averages for attendance and PA. - Attendance of all pupils is carefully monitored through continuous tracking and weekly attendance meetings with professionals. - Early intervention strategies and personalised support are used where attendance is a cause for concern. E.g. letters home, parental meetings, referral to outside agencies. - All attendance monitoring begins in Early Years. - Conduct regular home visits for persistently absent pupils.



	<ul style="list-style-type: none"> - Highlight the importance of attendance regularly to staff, pupils and parents through staff meetings, assemblies and school newsletters. - Incentivise good attendance through the introduction of attendance rewards and recognition programs (e.g. certificates, events). - Offer subsidised or free breakfast clubs to improve attendance and readiness for learning.
<p>Improved wellbeing in all children, resulting in improved self-esteem, behaviour, improved attendance and therefore improved academic achievement.</p>	<ul style="list-style-type: none"> - Pupils feel safe and happy in school and know who they can speak to if they need support. - Relationships are strong and positive across school. - Clear systems in place that support pupil well-being – NE Counselling, Nurture groups, Emotional Zones of Regulation, Colour Monster in Early Years, other external support where required. - Pupil surveys reflect their positive well-being. - A comprehensive personal development curriculum is in place across all ages addressing SEMH issues. - A clear behaviour program is in place and known and followed consistently by all staff and pupils. - A senior member of staff has completed the MH qualification and events are put in place across school to support MH and resilience. - A pupil group of ‘Mental Health Champions’ meet regularly, led by staff, to promote MH strategies across the school.
<p>Increase Access to Enrichment Opportunities: Ensure all PP pupils participate in extracurricular and cultural activities to develop cultural capital.</p>	<ul style="list-style-type: none"> - All children given opportunities to take part in all trips, visits and visitor sessions in/out of school. Costs to be covered or supported where needed. - A well planned and embedded Personal Development curriculum is in place across school to develop pupils as the whole child. - Personal Development curriculum to offer opportunities to inspire pupils to strive and give opportunities for real world examples and life experiences. - PSHE curriculum clearly embedded across school to help pupils understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues. - Pupils are enthused to take on roles across school to promote active citizenship and responsibility such as Playground leaders, Early Years Buddies, Librarians, School Councillors, Faith Leaders and Reading Buddies. - Children are growing up in a world that is constantly changing, and it is the duty of all the staff at school, in partnership with the parents, to teach the children transferable life skills.



	<ul style="list-style-type: none"> - We teach children about the world around them, relationships, emotions, reproduction and health, as well as transferable skills to help with life. We consistently promote the British values and our school values. - Pupil voice to reflect the impact of the personal development curriculum across school.
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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: £22,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring an effective teacher is in front of every class – Focus on high quality first teaching following Ten Teaching Techniques, Rosenshine’s and EEF five-a-day approach, supporting all teachers through a carefully planned programme of CPD.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2
Ensure that feedback is effective and timely.	Feedback also forms a key part of the EEF Five-a-day approach. Effective feedback has been found by EEF	1,2



	<p>to have a positive impact of +7 months on primary pupils' attainment.</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
<p>Purchase of NFER diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support.</p> <p>Tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessments allow staff to identify and address gaps in knowledge.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	1,2
<p>Read Write Inc programme is ensuring that intervention is sharp, robust and daily so that pupils keep up rather than catch up.</p>	<p>Research shows that disadvantaged pupils may not develop phonological awareness at the same rate as their peers due to their exposure to words and books at home. EEF states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics is explicit and systematic throughout school. It is matched to children's current level of skill in terms of their phonetic awareness. There has been and continues to be significant investment within the RWI programme and CPD related to this.</p>	1,2
<p>Work with BWCET maths lead to ensure that maths curriculum and teaching effectively builds mastery and fluency.</p>	<p>DfE approved schemes supported by the regional Maths hub.</p> <p>EEF Toolkit: High impact for very low cost. Mastery learning +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,2
<p>Specialist teaching staff employed for MFL</p>	<p>EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The tiered approach from EEF states that ensuring an effective teacher is in each class and is being supported is a key ingredient of a successful school.</p> <p>In addition to this, specialist teachers have been employed to ensure that key areas are delivered effectively by a qualified teacher, this includes MFL.</p>	2,4,5

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

Budgeted cost: £35,800



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tuition in Maths and Literacy</p> <p>Purchase of structured interventions to use for 1:1 support</p>	<p>Teaching Assistants to carry out support within the classroom to enable teacher to target vulnerable pupils within whole class teaching of core subjects.</p> <p>A range of small group and 1:1 interventions are used to support the core curriculum. Structured intervention support timetable in place, including:</p> <p>Mastering Number, Precision Teaching, Fast Track Phonics, Read Write Inc, Times Table Rockstars.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,4
<p>Ensure that TAs receive high quality training and support, have clear guidance and a structured role.</p>	<p>Regular CPD across a range of subjects is provided by our Trust and other outside agencies.</p> <p>In school training and support is also provided.</p>	1,2,4
<p>Reading Plus used as an intervention to accelerate reading speed, fluency and comprehension for all vulnerable pupils.</p>	<p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.</p> <p>https://educationendowmentfoundation.org.uk/reading-house/fluency</p>	1,2
<p>DreamBox Maths used as an intervention to accelerate progress within maths focussing on key maths facts to support children in application of knowledge within the classroom.</p>	<p>Ensure children have the key number facts knowledge relevant to their age-related expectations developing fluency to enable children to apply in reasoning and problem solving within the classroom. Help to increase children's confidence.</p>	1,2

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

Budgeted cost: £16,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Rigorous attendance tracking, working in partnership with families.</p>	<p>If children are not in school, then they cannot learn, and the academic gaps widen. If children do not feel secure and develop resilience through regular attendance, then there are implications for academic attainment.</p> <p>DfE guidance ‘Working together to improve school attendance’ 2022, suggests successfully treating the root causes, removing barriers, and working with families is essential to improving attendance.</p> <p>At St Anne’s, staff work hard to carefully identify any barriers to attendance, rigorously track attendance and facilitate support which is usually bespoke to individuals. Senior staff take a lead role on this but in line with the guidance, attendance is ‘everyone’s responsibility’. We have employed a PT Family Support worker to engage with specific families to improve attendance for pupils.</p>	<p>1,2,3,4,5</p>
<p>Behaviour Implementation of positive behaviour policy, support from SLT for staff</p>	<p>EEF states that both developing a positive school ethos and more specialised programmes which are targeted at specific pupils can improve attainment by +4 months. In more challenging cases of behaviour, staff need to feel well armed and well supported.</p> <p>Behaviour interventions EEF</p>	<p>1,2,4</p>
<p>Well-Being Ensure children who are eligible for pupil premium have access to childcare provision.</p>	<p>Childcare provision registers.</p> <p>Access to breakfast club can impact on pupils’ outcomes, as well as behaviour and classroom environments.</p> <p>EEF toolkit: The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils... the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they’re hungry – EEF 2019</p>	<p>3,4,5</p>



	As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve attendance and punctuality for some pupils.	
Provide opportunities for learning outside of the classroom. Curriculum enrichment opportunities, subsidised visits, visitors, workshops.	All children have access to a highly ambitious curriculum and are able to access visits, visitors and workshops. 3. Wider strategies EEF	3,4,5
Use of outside agencies to support pupils with SEMH	Stormbreak MH Resources and support Other outside agencies to be used as appropriate.	4,5

Total budgeted cost: £74,100



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data for 2024/25

EYFS - 57% of disadvantaged children achieved GLD in Early Years, in comparison to 77.8% overall. However, this compares favourably to the National Average for disadvantaged pupils of 51%.

Y1 – 83.3% of disadvantaged children achieved the Year 1 Phonic screening check which was higher than the cohort overall at 71%. This is an improvement of previous years and in-line when compared to the National disadvantaged figure of 67%. All pupils that required it, received additional intervention and this pass rate demonstrates good progress from the end of Reception attainment.

Y2 - 33% of disadvantaged pupils passed the phonics resit.

Y4 - 75% of disadvantaged pupils achieved full marks on the MTC Year 4 check which was slightly lower in comparison to 85.7% of the overall cohort but still considerably higher than the National average of 33%.

Y6

Disadvantaged pupils achieved 100% in Reading (92.3%), 75% in Writing (84.6%), 100% in Maths (92.3%) and 100% in GPS (92.3%). In RWM – 75% (84.6%)

At greater depth standard, no disadvantaged pupils achieved the higher standard.

Year 6 PP pupils achieved better than National PP in all areas at the Expected standard (EXS) but below at the Greater Depth Standard (GDS).

*Red figures show what was achieved by the cohort overall.

These outcomes show that the PP strategy is having a positive impact, particularly the focus on reading across school.

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
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Reading Plus	Reading Solutions
Dreambox Maths	Reading Solutions
RWI	Ruth Miskin
TimesTable Rockstars	