

## Pupil premium strategy statement

### **St. Anne's Catholic 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 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	211
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gill Murphy (Headteacher)
Pupil premium lead	Gill Murphy
Governor / Trustee lead	Terry Phillips

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	176,498.00
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	176,498.00

## Part A: Pupil premium strategy plan

### Statement of intent

At St Anne’s Catholic Primary School, our intention is that every pupil—regardless of background, prior attainment or individual challenges—makes strong progress and achieves highly across the curriculum. Our pupil premium strategy is designed to ensure that disadvantaged pupils are supported to achieve these aspirations by addressing barriers early, providing high-quality teaching, and delivering targeted, evidence-informed interventions.

We recognise that some pupils, including those with a social worker or young carers, may face additional vulnerabilities. The actions outlined in this strategy are therefore designed to support all pupils who require additional help, not solely those eligible for the pupil premium.

High-quality teaching underpins our approach. By focusing on the areas where disadvantaged pupils most need support, we aim to close attainment gaps while raising outcomes for all. Research consistently shows that investing in high-quality classroom practice has the greatest impact on long-term progress and attainment.

Our strategy aligns closely with wider school priorities, including our ongoing work on educational recovery. Our approach is proactive, responsive and rooted in robust assessment. We continuously identify emerging needs, adapt provision accordingly, and maintain a whole-school commitment to ensuring that disadvantaged pupils achieve their potential. To ensure effectiveness, we will:

- Ensure that disadvantaged pupils are challenged appropriately in all learning.
- Intervene early through timely identification of need.
- Maintain a culture where all staff take responsibility for disadvantaged pupils’ outcomes and hold high expectations for their achievement.

### Challenges

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

Challenge number	Detail of challenge
<b>1. Persistent gaps in core knowledge, particularly in writing, following disrupted schooling</b>	Our assessments and observations indicate that disadvantaged pupils continue to show greater gaps in core knowledge and skills than their peers, particularly in writing, where outcomes have declined over the past two years. Although progress has been made in reading and maths, the legacy of disrupted education—reinforced by national research—continues to disproportionately affect disadvantaged learners. These gaps impact pupils’ confidence, independence, and ability to meet age-related expectations.

<b>2. Ongoing challenges with phonics, early reading and communication</b>	Despite improvements in FSM phonics outcomes over time, disadvantaged pupils still experience more difficulty securing early reading and phonics skills than non-disadvantaged peers. Observations and assessments show that gaps in communication and early language remain a barrier for some pupils, affecting fluency, comprehension and later attainment in reading and writing.
<b>3. Underdeveloped oral language and vocabulary skills from EYFS through KS2</b>	Across all phases, many disadvantaged pupils enter school with limited vocabulary and reduced confidence in spoken language. Although our communication-led curriculum has had strong impact—evidenced by rising Communication and Language outcomes, a significant number of pupils still require sustained support to develop the language skills needed to access the full curriculum and express their understanding effectively.
<b>4. Attendance of disadvantaged pupils remains below that of non-disadvantaged peers</b>	Attendance data shows that disadvantaged pupils continue to attend less regularly than their peers, with a gap of approximately 2%. Persistent absence remains a challenge for a small but significant group of disadvantaged pupils. Reduced attendance directly limits learning time and adversely affects long-term academic progress and wellbeing.
<b>5. Social, emotional and wellbeing needs continue to impact learning and engagement</b>	Discussions with families, pupil voice and referral patterns indicate a continuing rise in social and emotional needs, particularly among disadvantaged pupils. Reduced access to enrichment experiences outside school and increased family pressures have contributed to lower confidence, limited resilience and reduced engagement for some pupils. These factors can create barriers to learning, attendance and behaviour, and remain a priority within our wider provision.

### 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
<b>Reduced barriers to learning and improved wellbeing for all pupils, particularly disadvantaged pupils.</b>	<p>Sustained improvements in pupil wellbeing evidenced through:</p> <p>Qualitative data from pupil voice, parent surveys, Learning Mentor feedback and teacher observations.</p> <p>A reduction in behaviour incidents and emotional regulation concerns.</p> <p>Increased participation in enrichment</p>

	<p>opportunities across disadvantaged groups. Improved attendance for groups and whole school.</p>
<p><b>Improved reading attainment for disadvantaged pupils.</b></p>	<p>KS2 reading outcomes show year-on-year improvement for disadvantaged pupils. The gap between disadvantaged and non-disadvantaged pupils continues to narrow. Phonics outcomes for disadvantaged pupils remain stable or continue to improve.</p>
<p><b>Improved writing attainment for disadvantaged pupils at the end of KS2.</b></p>	<p>KS2 writing outcomes for disadvantaged pupils show clear improvement from their starting points. The gap between disadvantaged and non-disadvantaged pupils reduces over time. Evidence in books demonstrates progress in vocabulary, sentence structure and composition.</p>
<p>Improved oral language and vocabulary skills among disadvantaged pupils.</p>	<p>Assessments, classroom observations and work scrutiny show significant improvement in spoken language, vocabulary use and communication skills. Increased pupil confidence and engagement during discussions, group work and oral tasks. Improved outcomes in EYFS (Communication and Language) and across KS1/KS2 where language is a curriculum driver.</p>
<p><b>Improved and sustained attendance for all pupils, particularly disadvantaged pupils.</b></p>	<p>Continued reduction in the overall absence rate for all pupils. The attendance gap between disadvantaged and non-disadvantaged pupils decreases. A significant reduction in persistent absence for disadvantaged pupils.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £59,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Deployment of WellComm Lead/assistant to develop early communication skills, alongside additional time for the SENDCO to support targeted pupils and guide high-quality classroom practice.</b></p>	<p>Targeted tuition is shown to have strong impact for pupils who are low attaining or at risk of falling behind. This includes:</p> <ul style="list-style-type: none"> <li>• <b>One-to-one tuition</b> (EEF)</li> <li>• <b>Small group tuition</b> (EEF)</li> </ul> <p>Both demonstrate strong improvements when precisely aligned with classroom learning.</p>	<p>1, 2, 3</p>
<p>Targeted support across the school to strengthen language, communication and independence, with a focus on pupils adopting a 'have a go first' approach before intervention.</p>	<p>The continued use of targeted Wellcomm support and assessment. Both demonstrate strong improvements when precisely aligned with classroom learning.</p> <p><b>Communication and language development</b> is prioritised in the <i>EYFS Statutory Framework</i> and <i>The Reading Framework (DfE 2023/2024)</i>, which emphasise high-quality verbal interaction, oral rehearsal and vocabulary instruction as foundations for later reading and writing success.</p>	<p>1, 2, 3</p>
<p><b>Purchase of Literacy Counts resources and schemes to support high-quality teaching and learning in reading and writing.</b> <b>Purchase of writing and</b></p>	<p><b>DfE Writing Guidance and National Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <b>The Reading Framework (DfE)</b> highlights the importance of explicit teaching of vocabulary, sentence construction, grammar, transcription, and oral rehearsal to strengthen writing outcomes.</li> </ul>	

<p><b>communication resources</b> to develop independent writing, sentence fluency and vocabulary across all year groups.</p> <p><b>Further embed of a whole-school maths scheme</b>, including Maths hub involvement and enhanced manipulatives to secure mastery approaches and strengthen conceptual understanding.</p> <p><b>Development of a communication-rich curriculum</b> prioritising vocabulary, oracy and subject-specific language across all phases.</p>	<ul style="list-style-type: none"> <li>• The <b>DfE English Writing Evidence Review</b> emphasises modelling, shared writing, structured practice, and high-quality exemplification as key components of effective writing instruction.</li> <li>• The <b>National Curriculum for English</b> outlines the need for coherent progression in spelling, vocabulary, grammar, and composition—supported by consistent whole-school writing structures.</li> </ul> <p><b>EEF evidence base:</b></p> <ul style="list-style-type: none"> <li>• <b>EEF ‘Improving Literacy in KS1’</b> and <b>‘Improving Literacy in KS2’</b> underline the importance of high-quality curriculum materials, modelling writing, explicit instruction, scaffolded practice, and systematic teaching of transcription and composition skills.</li> </ul> <p><b>DfE Mathematics Guidance (KS1–2)</b> and <b>EEF ‘Improving Mathematics in KS2 and KS3’</b> support the use of manipulatives, structured sequences and mastery approaches to improve mathematical understanding.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm, Chatta and EYFS Communication Project – targeted speech, language and communication support	A range of structured oral language interventions (WellComm, Chatta, targeted EYFS communication work) are used to identify and support children with emerging speech, language and communication needs. There is a strong evidence base showing that oral language interventions—particularly dialogic activities such as high-quality classroom talk—are low-cost and have	1, 2, 3, 4

	<p>high impact on reading and wider attainment.</p> <p><b>EEF Evidence:</b> The EEF’s <i>Oral Language Interventions</i> strand shows <b>high impact for very low cost</b>, with significant gains in language development, early literacy and reading comprehension. Approaches such as structured talk, dialogic teaching and modelling vocabulary are strongly supported.</p> <p><b>DfE Evidence:</b> The DfE emphasises early language acquisition as a key driver of school readiness, early literacy and later attainment, particularly for disadvantaged pupils (DfE <i>Early Years Foundation Stage Framework</i>; DfE <i>Improving Literacy in Key Stage 1</i>).</p>	
<p>Additional enrichment sessions delivered by subject specialists enrich the curriculum, broaden cultural and academic experiences, and increase engagement e.g. DT workshops, IT- MGL, Music wider opportunities (Y4 Ukelele)</p>	<p>Observations and assessment in schools with similar contexts indicate that curriculum enrichment enhances children’s ability to recall knowledge and apply key skills, contributing to pupils “knowing more and remembering more.”</p> <p><b>EEF Evidence:</b> Research across the EEF’s <i>Arts Participation</i> and <i>Digital Technology</i> strands indicates that enriched curriculum exposure contributes to improved engagement, metacognition and knowledge retention, especially when expert instruction is used.</p> <p><b>DfE Evidence:</b> The DfE highlights the value of broad curriculum entitlement in raising cultural capital and supporting long-term knowledge retention (DfE <i>National Curriculum</i>, DfE <i>Education Inspection Framework</i>).</p>	3, 2
<p>Additional leadership time for Phonics Lead (EYFS/KS1/Y3) and Early</p>	<p>Additional capacity allows leaders to support high-quality phonics teaching, monitor fidelity to the school’s chosen systematic synthetic phonics programme, develop reading</p>	1, 2, 3, 4

<p>Reading Development Lead</p>	<p>environments and libraries, and deliver parent workshops. This includes strengthening the home-reading initiative to promote a love of reading beyond school. Phonics approaches have a strong evidence base demonstrating substantial positive impact on early word reading accuracy, particularly for disadvantaged pupils.</p> <p><b>EEF Evidence:</b> The EEF's <i>Phonics</i> strand demonstrates <b>very high impact</b>, especially for disadvantaged pupils, significantly improving early word reading accuracy. Consistency, high-quality implementation and well-trained staff are key factors highlighted in EEF guidance.</p> <p><b>DfE Evidence:</b> The DfE <i>Reading Framework</i> and SSP guidance emphasise systematic, consistent phonics teaching led by expert practitioners as a core driver of early reading success.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £78,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Planned curriculum enrichment enabling learning opportunities beyond the classroom</b></p>	<p>A structured and well-planned curriculum ensures pupils access enriched learning experiences outside the classroom. Funding supports the purchase of resources for extra-curricular clubs and provides additional TA hours to deliver high-quality activities</p> <p><b>EEF Evidence:</b> The EEF identifies that both <b>targeted interventions and universal enrichment approaches</b> can have positive effects on behaviour, engagement and self-regulation (EEF <i>Behaviour Interventions</i>). Enrichment also supports improved motivation and knowledge retention.</p>	<p>1, 2, 3, 4, 5</p>

	<p><b>School-based Evidence:</b> Assessments and observations from our school and comparable settings indicate that curriculum enrichment increases engagement and supports children in “knowing more and remembering more.”</p>	
<p><b>Use of school minibus for wider curriculum, trips and competitive opportunities</b></p>	<p>Access to a minibus enables pupils to participate in events, visits, competitions and curriculum-linked experiences that broaden cultural capital and increase engagement.</p> <p><b>DfE Evidence:</b> The DfE emphasises the importance of a broad, ambitious curriculum and experiences that develop pupils’ character, cultural understanding and personal development (<i>Education Inspection Framework; National Curriculum</i>).</p>	1, 2, 3, 4, 5
<p><b>Interpersonal and therapeutic interventions (e.g., play therapy, small-group activities)</b></p>	<p>Targeted interpersonal sessions support pupils with social, emotional or behavioural needs, helping them to regulate emotions, build relationships and access learning effectively.</p> <p><b>EEF Evidence:</b> The EEF highlights that <b>SEL (Social and Emotional Learning) interventions</b> have a positive impact on both social behaviour and academic outcomes.</p>	1, 2, 4, 5
<p><b>Interpreter support for families</b></p>	<p>Interpreters work with parents, pupils and staff to strengthen communication, understanding of school practices, and the importance of attendance.</p> <p><b>DfE Evidence:</b> The DfE emphasises strong parental engagement as a key driver in improving attendance and securing positive learning outcomes (<i>Working Together to Improve Attendance</i>).</p>	1, 2, 3, 5
<p><b>Learning Mentor support</b></p>	<p>Learning Mentors work with individuals and small groups to develop social and emotional skills, resilience and confidence, helping pupils overcome barriers to learning.</p> <p><b>EEF Evidence:</b> The EEF identifies that <b>SEL and mentoring approaches</b> can</p>	1, 2, 3, 4, 5

	offer positive benefits for behaviour, relationships and readiness to learn.	
<b>Attendance initiatives, attendance team and EWO engagement</b>	A range of attendance-focused actions—including monitoring, parental meetings, early intervention, and the support of the EWO—help reduce absence and persistent absence. <b>DfE Evidence:</b> DfE attendance guidance is based on engagement with schools that have successfully reduced persistent absence. It emphasises early intervention, strong communication and consistent systems ( <i>Working Together to Improve Attendance</i> ).	1, 3, 5
<b>Effective breakfast provision / healthy lifestyle support</b>	The school provides a nutritious breakfast offer to improve pupils' readiness for learning and support positive health habits. <b>Evidence Base:</b> Research shows that children who eat breakfast daily demonstrate improved <b>concentration, engagement and cognitive performance</b> , positively influencing learning behaviour.	1, 2, 5
<b>Targeted support for families: meals, uniform and food bank resources</b>	A small proportion of funding is allocated to supporting families with essential needs such as school meals, uniform and weekly food bank resources. <b>DfE Evidence:</b> The DfE highlights that meeting basic needs and reducing hardship removes barriers to attendance and learning ( <i>Working Together to Improve Attendance</i> ). <b>School-based Rationale:</b> Based on our experience and that of similar schools, maintaining a contingency fund enables rapid response to emerging needs not identifiable in advance.	1, 2, 3, 4, 5

Please note that any additional spending will come from alternative budget lines

\*Due to the changing levels of mobility within the school context, exact percentages will fluctuate throughout the year.

Total budgeted cost: £178,000.00

## 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 2022-2023 academic year.

#### Whole School Data Summary 2025

##### EYFS GLD SUMMARY:

2022–24 slight fall; recovery in 2025 (63.3%).

FSM gap closed significantly.

EAL improving every year.

SEND variable due to small cohorts

##### PHONICS YEAR ON YEAR SUMMARY:

2023: 73.7% | 2024: 75.9% | 2025: 71.4%

FSM improved 62.5→75.0→68.8

EAL strong 83.3→71.4→81.0

SEND improved dramatically 20→33→69.2

Non-FSM consistently high.

##### KS2 DATA YEAR ON YEAR SUMMARY:

Reading returned to 80% in 2025. FSM rising strongly.

Writing declining: 77.1→72.1→60.0.

Maths stable and strong 76–77%.

Combined dropped to 60%.

Attendance: **2024-2025**

#### Overall attendance has improved year-on-year:

Whole school absence reduced from 4.3% → 4.2% (better than National 6.9% and City 5.4%). Persistent Absence (PA) dropped significantly from 10.5% → 7.2%, outperforming National (14.7%) and City (14.7%). Vulnerable groups (FSM, SEN) improving but still higher risk: Ever 6 FSM absence rose slightly (4.0% → 4.4%) and PA remains high (9.5%). SEN support absence reduced (8.6% → 5.9%) and PA improved (9.9% → 5.2%), but remains above peers. Gender gap narrowing: Boys' absence rose slightly (3.0% → 3.7%) while girls' absence improved (5.5% → 3.9%). EAL pupils maintained low absence (3.4% → 3.4%) with PA improving (12.8% → 5.9%).

**Highlights:** Attendance remains consistently above both local and national averages.

Significant reduction in Persistent Absence across nearly all groups. Early identification and targeted action (letters, fines, EWO support) shows impact. Engagement with LA Attendance

Network ensures alignment with best practice. Positive reinforcement: 52 pupils achieved 100% attendance (15%) – a strong motivator

Extra-curricular clubs: Every child who requested a club during the whole academic year was given at least one, priority given to vulnerable families and circumstances.

Y6 Keppleway residential: 12 vulnerable families were supported financially to attend the residential in the Lake District.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read, Write Inc	Ruth Miskin/RWI
Ready, Steady, Spell, Ready Steady Write and Ready Steady Read programs	Literacy Counts
Mathematics Mastery	Ark Curriculum

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A