

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 Primary |
| Number of pupils in school | 202 |
| Proportion (%) of pupil premium eligible pupils | 25.25% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2025/2026 |
| Date this statement was published | July 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Kirsty Rimmer, Headteacher |
| Pupil premium lead | Kirsty Rimmer, Headteacher |
| Governor lead | Brenda Moxon, lead for disadvantaged pupils |

Funding overview – Academic Year 2025-26

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £84882 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £84882 |

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's Primary School, we believe that teaching and learning opportunities should meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

The pupil premium is allocated to schools for: children of statutory school age from low-income families who have been eligible for free school meals at any point in the last 6 years (FSM); children who have been looked after continuously for more than six months; children whose parents are currently working in the armed forces.

In order to meet our aim of diminishing the gap between Pupil-Premium and non-Pupil-premium, our core approaches have included providing additional academic support to pupils through careful identification of their needs; providing pastoral support to children who require it; supporting low-income families financially through the payment of school trips/uniform and addressing any other issue that may arise to ensure the children receiving PP make accelerated progress.

We have engaged with the EEF training 'Making the difference for disadvantaged pupils.' We have used the evidence-based research to inform the school priorities and train teachers in best practice methods.

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. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which 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 | Additional SEN needs (currently 42% of our Pupil Premium pupils) |
| 2 | Lack of confidence and self-belief |
| 3 | Communication and language skills on entry Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 4 | Low attendance Our attendance data over the past year indicates that low attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. |
| 5 | Home environment and lack of routine Data indicates that disadvantaged children are more likely to have issues in the home environment. 41% of PP children are on either CP/CIN or Early Help nationally |
| 6 | High levels of emotional needs Our intervention data identifies social and emotional issues for a number of pupils. 31% of our PP children are receiving some type of social/emotional support. |

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 support and provision for our pupils with SEND | Children with SEND achieve good outcomes at each phase of assessment. They are happy and confident in their learning. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being reduced. |

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: £65,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional teaching time allocated to Pupil Premium children through one-to-one and small group interventions | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1.2.3 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 3 |
| Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1,2,3 |
| Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educa- | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, | 2,6 |

| | | |
|--|---|--|
| tional practices and supported by professional development and training for staff. | attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | |
|--|---|--|

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Buy into Speech Leap Speech and Language support. (£7453) | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 3 |

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on language and communication and wellbeing | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 3,6 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |
| Engagement with 'Emotionally Friendly Schools' and implementing 'My Happy Minds' Both approaches to improve emotional health and wellbeing | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 2,3,6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £85,000

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.

The assessments during 2024/25 suggested that the performance of disadvantaged pupils at key assessment points was generally lower than their non-pupil premium peers. It is also worth noting that we have low numbers of PP children and so the attainment data at key points is for a relatively small group of children.

| | | |
|---------------|----------|--------------|
| Phonics- | PP 67% | Non PP 96% |
| KS2 Combined- | PP 63.3% | Non PP 76.2% |

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.