



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

PUPIL PREMIUM STATEMENT

To achieve our Christian vision and to ensure all children live lives of hope and aspiration, we use our Pupil Premium funding to remove barriers to learning.

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 C.E. Primary School |
| Number of pupils in school | 174 |
| Proportion (%) of pupil premium eligible pupils | 11.5% 18 Pupil premium CHN, 2 x Service CHN |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/26-2028-29 |
| Date this statement was published | 25.11.2025 |
| Date on which it will be reviewed | By 31.12.2026 |
| Statement authorised by | Edward Hobson, Headteacher |
| Pupil premium lead | Edward Hobson, Headteacher |
| Governor lead | Sarah Rose and Lynne Bennett, Chair of Governors |

Funding overview

| Detail | Amount |
|---|-------------------------|
| Pupil premium funding allocation this academic year | £26,110 from April 2025 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £26110 |

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help 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 / Area | Detail of challenge |
|---|--|
| 1. Communication and language- Phonics and Oracy | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers. |
| 2. Attainment | Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is sometimes below that of non-disadvantaged pupils. |
| 3. Wellbeing | Our assessments and observations indicate that with some disadvantaged pupils the education and wellbeing of some of them can be lower than non-disadvantaged. These findings are supported by national studies. MHST referrals for support remain relatively high amongst disadvantaged pupils. |
| 4. Cultural Capital | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and sometimes a lack of enrichment opportunities due to experiencing further inequality of cultural capital and socioeconomic circumstances as a result of the increasing cost of living. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 5. Reception year | Our baseline assessments in Reception identifies that many children enter Reception below the national baseline expectations. On entry to Reception class in the last year, between 100% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap remains steady to the end of Year 4. |
| 6. Attendance | Our attendance data over the last year indicates that attendance among disadvantaged pupils was 8% lower than for non-disadvantaged pupils in academic year 2024-25. |

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| | 2.1% of disadvantaged pupils have had unauthorised absences compared to 0.91% of their peers during 2024-25. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
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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.

| Area | Intended outcome | Success criteria |
|--|---|---|
| 1. Communication and language- Phonics and Oracy | Improved oral language skills and vocabulary among disadvantaged pupils. Phonics - To achieve at least National Average expected standard in Phonics Screening | 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. All Foundation Stage, key stage One and Two (as appropriate) staff are fully equipped to assess Phonics to PP and all groups. Use of consistent assessment in Key Stage 2 as appropriate to support children needing phonics intervention as appropriate. |
| 2. Attainment | Improved reading, writing and Maths attainment among disadvantaged pupils. | Across the school outcomes in 2025/26 show that disadvantaged pupils met the expected standard in line with none-disadvantaged pupils. Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed regularly to maintain focus on the Pupil Premium children. Data used to identify children to uplift during PPM meetings. Internal data to track children's achievements and gaps discussed at PPM meetings. |
| 3. Wellbeing | To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • maintain excellent behaviour standards |

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| | | a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 4. Cultural Capital | Cultural capital opportunities form an integral part of the curriculum and school life | We provide pupils with rich cultural capital across the curriculum to reduce gaps between socioeconomic backgrounds. All children have equal access to opportunities as their non-disadvantaged peers. Enrichment activities will spark interest and enthusiasm, with targeted funding to support disadvantaged students' participation in clubs. Monitoring ensures a diverse range of activities is accessible, helping children develop new skills. Pupil Premium students receive targeted support for healthy living and mental wellbeing, instrument tuition, school trips, wraparound care, and uniform, broadening life experiences and improving attendance. |
| 5. Reception year | The gap that exists between disadvantaged and non-disadvantaged pupils at baseline is narrowed by those achieving GLD at the end of the reception year. | <p>The percentage of disadvantaged pupils achieving Good Level of Development (GLD) at the end of Reception is closer to or equal to the percentage of non-disadvantaged pupils.</p> <p>The gap between disadvantaged and non-disadvantaged pupils' GLD attainment is narrowed compared to baseline data.</p> <p>All disadvantaged pupils show progress across prime and specific areas of learning, evidenced through EYFS assessments.</p> <p>Targeted interventions and monitoring demonstrate improved outcomes for disadvantaged pupils by the end of the year.</p> |
| 6. Attendance | Attendance of disadvantaged pupils improves towards in line with non-disadvantaged pupils. These pupils are punctual. | <p>Attendance of disadvantaged pupils is in-line with non-disadvantaged pupils. High attendance ensures that pupils receive maximum teaching and learning.</p> <p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being 1% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. |

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.

| Targeted academic support (for example, tutoring, one-to-one support structured interventions) <u>Budgeted £19000</u> | | | | |
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| <u>Strategy</u> | <u>Development Area</u> | <u>Activity</u> | <u>Evidence that supports approach</u> | <u>Challenge addressed</u> |
| | | | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) | |
| Year 6 Maths Booster by TA | CHN have entered Y6 without achieving Y5 Maths expected level of attainment. | Small group Maths intervention sessions 1:3 | And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 2/3 |
| Year 6 English Booster by TA | CHN have entered Y6 without achieving Y5 English expected level of attainment | Small group Reading intervention sessions 1:6 | | 1/3 |
| Year 2 Phonics teaching | CHN have entered Y2 without achieving Y1 Phonics check | Small group differentiated Phonics teaching with additional adults. Whole Year. | 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: | 1 |
| Year 1 Phonics teaching | Previous year's Phonics results had dropped to in-line with national average | Small group differentiated Phonics teaching with additional adults. Whole Year. | Phonics Toolkit Strand Education Endowment Foundation EEF | 1 |

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| | | | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1/3/4 |
| Teaching Assistants | Teaching Assistant allocated per class | 3 hours support per class every morning for academic year | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2/3/4/5 1/2/3/4 |

Teaching (for example, CPD, recruitment and retention)
Budgeted £2000

| <u>Strategy</u> | <u>Development Area</u> | <u>Activity</u> | <u>Evidence that supports approach</u> | <u>Challenge addressed</u> |
|--|---|--|--|----------------------------|
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access White | Maths curriculum did not reflect the needs of 2021 child. | Subscription to White Rose Maths Teacher release time | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 2/3 |

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| Rose resources and CPD (including Teaching for Mastery training). | | | | |
| Mastering Number delivery inc training | CHN have entered Reception, Y1 and Y2 with a poor grasp of the concept of number in Maths | Reception, Year 1 and Year 2 classes to deliver Fluency Bee programme to class as an extra Maths sessions five times weekly. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 2/3 |
| Staff training in delivery of Phonics programme in Reception, Y1 and Y2. | CHN are not achieving level of Phonics expected of their year group | Small group differentiated Phonics teaching with additional adults. Whole year. | 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 | 1 |
| To deliver high quality structured interventions including: EPATT Star Online Nessy Phonics Mastering number Pre-teach | | | Teaching Assistant Interventions (EEF) EEF : Targeted small group and one-to one interventions have the potential for the largest immediate impact on attainment. EEF : trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. | 1/2/5 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted £5189

| <u>Strategy</u> | <u>Development Area</u> | <u>Activity</u> | <u>Evidence that supports approach</u> | <u>Challenge addressed</u> |
|-----------------|-------------------------|-----------------|--|----------------------------|
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| Forest School sessions | Observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils | Weekly Forest School sessions for different year groups | Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u> | 3/4/5 |
| Nurture opportunities | Observations indicate that a growing number of children require wellbeing support | Dedicated TA available for Nurture sessions once a week | | 3/4 |
| Y4/6 Residential support | Observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils | Subsidised costing for Pupil Premium Children | Offering a wide range of high-quality extracurricular activities to boost wellbeing, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. | 3/4 |
| Music lesson and Rocksteady support | | | Rocksteady and Music Lessons | 3/4 |
| Support from Educational Welfare Officer | To improve attendance for Disadvantaged pupils. | Attendance clinics and analysis for disadvantaged parents and carers | To provide pastoral care, support for vulnerable families and boost attendance figures. SLA of Educational Welfare Officer support. To provide Social and Emotional support to all Pupil Premium children in need of this support. Targeted specialist emotional / well-being support. EEF Toolkit – Social and Emotional Learning | 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 |

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.

Internal and external assessment shows that 55% of disadvantaged are at least achieving the expected level in Reading; 60% in Maths; 60% in Writing and 58% in SPAG. This includes year groups Reception to Y6 (Summer 2025). Disadvantaged children are achieving highly at the Greater Depth level in comparison with none-disadvantaged attaining 40% Reading; 30% in Maths; 25% in Writing and 38% in SPAG. This includes year groups Reception to Y6 (Summer 2025).

All of our disadvantaged learners achieved and passed the 2025 Phonics Check.

There was one disadvantaged learners in Reception and they did not achieve a GLD.

Our continued Forest School, Nurture programme and Residential opportunities continue to be up taken by Disadvantaged Learners. 80% of disadvantaged learners attended the residential opportunities (the ones who didn't had medical and holiday reasons) and all continue to take Forest School Learning. All benefit when needed from Nurture opportunities. Forest School leaders inform us that Forest School continues to develop confidence and self-esteem through hands-on learning in woodland environments. Residential leaders inform us that *residential that we offer encourages independence and self-reliance in children. Being away from the comfort of their own homes and families allows the students to develop essential life skills like decision-making, problem-solving, and having more independent responsibility.*

Whilst attendance of Disadvantaged learners remains lower than non-disadvantaged learners, (due to one family) 89% v 95%, without this child Disadvantage attendance is 94%. Employment of an Education Welfare Officer has had a positive impact on the attendance of these families increasing attendance for all individuals. The gap in attendance between disadvantaged learners and non-disadvantaged learners remains less than the national gap.

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:

- 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.
- School Council – 2 children from each year group (y2-y6) represent their cohort on our active school council. Members are elected and meet regularly to debate and tackle a range of identified issues and projects. This provided disadvantaged children to work collaboratively, understand tolerance and how decision making can be made collectively.
- House Captains Each week they lead our Celebration Assembly and give out certificates to children who have excelled in school. We ask year 6 children to apply for positions of responsibility around school. This includes working as mentors for younger children at lunch, showing visitors around school, working with school council, supporting younger children on the playground and assisting staff in assemblies. They are open to any year 6 child and we have a number who are disadvantaged. This presents them with the opportunity to work across the school community and to show other children why they are excellent mentors to others and how they demonstrate our school values effectively. Year 6 also spend a day being adults for the day to experience roles in school taken by adults.
- Playground Leaders – Children volunteer to work at playtimes supporting other children and also leading games and running sports competitions on the playground. This is open to and includes disadvantaged children. Leaders ensure our children play well together and that there are few problems to sort out.
- Community Events – Our children all get the opportunity to get involved in organising charity events each term and also social events. These enable children to work collaboratively with adults in school and from the community.
- Strong Sense of Family- Values – School has always had a strong sense of St Anne's as a whole family who look out and care for each other. Our Values sit at the centre of everything we do. Staff talk about them in their conversations with children and they are discussed in assemblies every week. Children are rewarded for excelling in different values each week also.