



Pupil premium strategy statement

This statement details our school’s use of pupil premium for the 2024 to 2025 academic year. 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.

Pupil premium for this year is £123,870

Pupil premium numbers are 68

School overview

Detail	Data
School name	St Anne’s CE (Aided) Primary School
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sue Holt
Pupil premium lead	Lyndsey Martin
Governor / Trustee lead	Steve Burston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,870
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£123,870

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.




We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

We recognise that not all pupils who receive free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We also recognise that pupils to whom the pupil premium applies are not all low attaining pupils.





Quality First Teaching is integral to our approach and we will focus on the areas in which disadvantaged children need the most support. This approach is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. It is our intent to sustain this approach.

Our strategy will continue to consider where additional support is required for children whose education was impacted by the COVID-19 pandemic and support will be targeted to those whose education has been worst affected, including non-disadvantaged pupils.

We adopt an approach which is responsive to common challenges and individual needs. This is rooted in robust assessment and our approaches aim to ensure that all children can excel.

-  We ensure that teaching and learning opportunities are inclusive and meet the needs of all pupils.
-  We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
-  We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

We will:

-  Provide small group work with an experienced teacher focussed on overcoming gaps in learning; e.g. Reading Recovery.
-  Provide 1:1 support from teachers, teaching assistants to identified need.
-  Provide additional teaching and learning opportunities provided by teachers and trained Teaching Assistants.
-  All our work through Pupil Premium will be aimed at accelerating progress moving children to at least age-related expectations. Initially our main focus will be

improving skills in reading, writing and maths where gaps have arisen due to any school disruption.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that, at the end of KS2, disadvantaged children are not performing as well as their peers in maths and reading.
2	Assessments show that, at the end of KS2, disadvantaged children are not performing as well as their peers in reading, writing and maths combined.
3	Assessments, observations and discussions with children show that our youngest children, in particular, have under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.
4	A lack of enrichment opportunities particularly affects disadvantaged pupils which impacts directly on their attainment.
5	Children's mental health and wellbeing being continues to be a challenge and, with the ever-growing concerns in relation to the cost of living crisis for parents, this remains a priority.

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 reading and maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading and maths outcomes show that disadvantaged pupils attain at the expected standard in line with non-disadvantaged and above the national average.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes show that disadvantaged pupils attain at the expected standard in line with non-disadvantaged and above the national average.
Improved oral language skills and vocabulary among disadvantaged pupils.	Children will have secure use of relevant vocabulary and be able to make connections

	across core concepts taught in line with their peers.
Improved enrichment opportunities will impact directly on the attainment of disadvantaged pupils.	Children will have the opportunity to experience enrichment activities which will ultimately lead to higher attainment.
To achieve and sustain improved wellbeing for all children in school, particularly our disadvantaged pupils.	<p>Sustained levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils.




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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments: NFER, White Rose Maths and GL Assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose Maths resources and CPD.</p> <p>Whole school review to be undertaken by White Rose Maths consultant in order to improve teaching and learning in maths.</p>	<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>Mathematics guidance: key stages 1 and 2</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>	3

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will reinforce tiers of vocabulary to ensure children can articulate, through spoken and written language, deep subject knowledge and make connections between concepts.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Replenishment of 'Little Wandle' - a DfE validated Systematic Synthetic Phonics programme - to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3</p>
<p>To replenish book banded reading books in KS2 to develop children's phonetic development from Year 1.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>
<p>To develop children's oracy skills in the early years through:</p> <ul style="list-style-type: none">  Specialist music tuition  Forest Schools  Drawing Club 	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Continue to fully implement our Mental Health and Emotional Wellbeing Policy through universal and targeted approaches including providing ELSA support.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf educationendowmentfoundation.org.uk</p>	<p>5</p>

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

Budgeted cost: £23,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
To develop and enhance targeted interventions in the early years to promote oracy skills.	<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>	3
<p>To close the gap in reading and maths for children in KS2 through:</p> <ul style="list-style-type: none">  Targeted adult intervention  Reading Ninjas  White Rose Maths 	<p>The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2

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

Budgeted cost: £71,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a trained TA to deliver emotional literacy support, counselling and time to talk (ELSA).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
To provide a trained mental health first aider to support children in crisis.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc.	The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning. Life skills and enrichment EEF Toolkit	4
To ensure attendance for children in receipt of PPG to be in line with non-PPG.	The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Improving School Attendance	1-6
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: £123,870

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 2023 to 2024 academic year.

Our external assessments during 2023-2024 showed that, in KS2, disadvantaged children achieved lower than non-disadvantaged in reading, writing and maths. This will form part of our SDP priorities for 2024-25. The gap has widened and decisive action has been needed to address this.

In KS1 attainment between disadvantaged and non-disadvantaged children in reading has closed with disadvantaged children achieving higher than non-disadvantaged in reading, writing and maths.

With rigorous data tracking of pupil progress and directed interventions we are set to narrow the gap between disadvantaged and non-disadvantaged and achieve higher attainment in 2024-2025.

Attendance for disadvantaged children is broadly in line with that of non-disadvantaged, but remains a focus for tracking and analysis.

We are also continuing to support pupil wellbeing and implement our universal and targeted offers, including the ELSA role as this had an impact on the mental health of our pupils. We also have a dedicated mental health first aider.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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