

Pupil premium strategy statement - St Ann's Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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	405
Proportion (%) of pupil premium eligible pupils	10.4%
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)	2025-2028
Date this statement was published	01 September 2025
Date on which it will be reviewed	01 September 2026
Statement authorised by	Mrs Laura Rynn
Pupil premium lead	Mrs Laura Rynn
Governor / Trustee lead	Mrs Rachel Pickles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,495.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£77,495.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objective:

The primary aim of our Pupil Premium strategy is to effectively address the unique challenges faced by disadvantaged children, ensuring they have equitable access to high-quality education and the opportunity to achieve their full potential.

Identified Barriers:

We recognise that these challenges may include:

- Attendance and punctuality issues
- Social, emotional, and mental health concerns
- Behavioural barriers
- Safeguarding issues
- Limited access to cultural experiences and educational resources
- High ability but underachievement

Strategic Approach:

Our Pupil Premium strategy is designed to meet these challenges through a balanced approach, aligning with the Education Endowment Foundation's (EEF) tiered model. This model emphasises:

- High-Quality Teaching: Prioritising exceptional teaching practises that benefit all children.
- Targeted Academic Support: Implementing tailored interventions to support academic progress.
- Wider Strategies: Addressing non-academic barriers to learning.
- Key Principles of Our Strategy:
- Uncompromising Ambition: All staff are committed to fostering high aspirations for our disadvantaged children.
- Evidence-Based Approaches: Strategies are grounded in research and tailored to the specific context of our school.
- Curriculum Integration: Interventions are seamlessly woven into the child's existing curriculum to enhance learning.
- Diagnostic Assessment: Regular assessments identify specific development areas for each child, guiding targeted support.
- Understanding Non-Academic Challenges: A thorough comprehension of the non-academic obstacles faced by each pupil informs our approach.
- Robust Evaluation: Continuous and rigorous evaluation of the impact of our strategies ensures accountability and informs necessary adjustments.

Challenges

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

Challenge number	Detail of challenge
1	<p>Adverse Early Experiences</p> <p>Children may face inadequate nutrition, lack of stimulation, limited social interaction with caregivers, unsafe living conditions, and restricted educational opportunities during formative years.</p>
2	<p>Family Engagement</p> <p>Engaging families facing significant challenges can be difficult, leading to a lack of home support for children's education.</p>
3	<p>Additional Needs</p> <p>Many PP children have special educational needs (SEND) and behavioural challenges that require tailored support.</p>
4	<p>Social, Emotional, and Mental Health Needs</p> <p>These children often experience social, emotional, and mental health issues that can hinder their academic progress.</p>
5	<p>Learning Gaps</p> <p>Poor attendance can lead to significant gaps in learning, making it challenging for these children to catch up.</p>
6	<p>Limited Access to Enrichment Opportunities</p> <p>Access to ongoing educational experiences that nurture the holistic development of the child is often limited, affecting their overall growth.</p>

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
Disadvantaged pupils will make at least sustained progress in Reading, Writing, and Maths from their individual starting points.	By the end of KS2, disadvantaged pupils achieve national average progress scores (0) in Reading, Writing, and Maths. 100% of pupils from EYFS to Y5 make at least sustained progress from their prior key stage starting points. The percentage achieving at least Age-Related Expectations (ARE) will align with national averages.
Y1 disadvantaged pupils will achieve the expected standard on the Y1 Phonics Screening Check.	All disadvantaged pupils will meet or exceed the national average expected standard in the Phonics Screening Check, except those with severe SEND.

<p>Social, Emotional, and Mental Health (SEMH) barriers of disadvantaged pupils will be addressed to facilitate sustained progress in Reading, Writing, and Maths.</p>	<p>Disadvantaged pupils facing SEMH barriers will receive targeted support through accurate assessments and therapeutic interventions, leading to at least sustained progress from their prior key stage starting points. The percentage achieving at least ARE will align with national averages.</p>
<p>Attendance of disadvantaged pupils will match that of their non-disadvantaged peers, with a target of at least 96% and no persistent absentees.</p>	<p>Disadvantaged pupils will achieve an attendance rate of at least 96%, aligning with the whole school target. Barriers to regular attendance will be effectively addressed, ensuring no disadvantaged pupils are persistently absent.</p>
<p>Positive and sustained parental engagement with the school will ensure pupils feel valued in their education.</p>	<p>Families of disadvantaged pupils will actively participate in school events and opportunities, leading to at least sustained progress from their prior key stage starting points. The percentage achieving at least ARE will align with national averages.</p>
<p>Disadvantaged pupils will have access to a range of educational experiences to support their overall development.</p>	<p>Participation in wider educational experiences will positively impact the personal and academic development of disadvantaged pupils, fostering motivation and ambition for their future success.</p>

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: £ 42000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher to provide targeted small group teaching focused on addressing gaps in learning, and increase the ratio of adults to pupils.</p>	<p>Reducing class size results in around three months' additional progress for pupils, on average. It improves the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive and allows the teacher to adjust their teaching approach to suit learners, and improve behaviour and attitudes. It is even more effective when accompanied by professional development for teachers focusing on teaching techniques and approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3 & 5</p>
<p>All staff receive high quality CPD through accredited providers and the Trust Directors of Maths & English. CPD to focus on:</p> <ul style="list-style-type: none"> - Embedding the school's mastery approach to learning - Development of staff pedagogical and subject knowledge - Curriculum planning - Addressing gaps in pupil knowledge 	<p>As Rauch and Coe (2019) explain, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better (William, 2016)'. Therefore, maximising the quality of teaching through effective professional development of teachers and teaching assistants is essential.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>CPD includes: Trust Maths & English TRGS, in class coaching led by the DHT and the Trust Director of Maths & English, external CPD (some of which is offered by NWLP).</p>	<p>1, 3 & 5</p>

Effective induction for staff new to school and ECTS in the teaching of Reading, Writing and Maths.	As above.	1, 3 & 5
Use of subject-specific assessments (e.g. standardised tests, teacher produced quizzes, PM benchmark) to identify gaps in knowledge and forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Assessment is a crucial tool in a teacher's toolkit to help understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins. It is important to take account of assessment data and change the teaching approach accordingly. This may mean using a focused intervention or using an approach more suited to the pupil's needs. Knowing what children know and which gaps exist in their learning can be an informative exercise.	1, 3 & 5
External audits to be conducted to ensure exemplary teaching and learning and any areas for improvement are identified and addressed (e.g. 2 day review, RWI Development Days).	Auditing informs effective school improvement. This has a positive impact on the education of all pupils, but especially the most disadvantaged.	1-6

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

Budgeted cost: £ 10495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to deliver small group catch up tuition throughout the academic year to identified pupils based on assessment evidence (ratio 1:4).	Small group tuition enables the teacher to focus exclusively on a small number of learners. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition results in around four months' additional progress for pupils, on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 3 & 5
Weekly Study Club led by experienced qualified and trained teaching assistants to	Schools whose pupils do homework tend to be more successful. There is evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment. The quality of the task set appears to be more important	1, 2, 3 & 5

<p>encourage children to complete homework, and to offer high quality support.</p>	<p>than the quantity of work required from the pupil. Homework results in around two months' additional progress for pupils, on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Establish Phonics, Reading, Writing and Maths small group academic intervention groups to enable pupils to keep up with their year group curriculum.</p>	<p>Intervention enables the teacher to focus exclusively on a small number of learners. Intervention enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intervention in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Intervention results in around four months' additional progress for pupils, on average, especially when linked to the work in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3 & 5</p>
<p>Daily 1:1 reading with identified pupils across the school who are not on track to achieved age related expectation.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1, 2, 3 & 5</p>
<p>Invest in Reading Plus to address the attainment gap in Reading in Y5 & Y6 (summer term Y4) between disadvantaged and other pupils.</p>	<p>Reading Plus produces 2.5 years of growth in just 60 hours or 2.0 years in 40 hours of personalised instruction.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on application and practice of specific strategies and the use of self-questioning skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3 & 5</p>
<p>Speech and language 1:1 intervention with EYs pupils/ pupils with additional language needs.</p>	<p>The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	<p>1, 2, 3 & 5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed to work with families to secure regular school attendance.	Attending school regularly supports children's learning and development, makes sure children are kept safe, their wellbeing is promoted and they do not miss out on their entitlements and opportunities. Good attendance promotes good outcomes for children. Good attendance may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm.	1, 2 & 5
Family Support Worker to work with families to increase parental capacity.	The average impact of parent engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Family Support Worker employed to deliver intervention programmes to pupils with SEMH & behavioural barriers to learning.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. The implementation of the programme and the degree to which teachers are committed to the approach appear to be important.	4
Teachers to complete relevant assessments (e.g. Boxalls, SDQs and Coventry Grids) to highlight areas of needs for pupils showing SEMH needs.	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities. Behavioural intervention results in around three months' additional progress for pupils, on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Two mentoring conversations per year (six for disadvantaged pupils) to discuss with parents/ carers their child's progress,	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. Feedback studies tend to show high effects on learning. Feedback has effects across all age groups. Research in schools has focused	1 - 6

attainment, SEMH and attendance.	<p>particularly on its impact on English, mathematics and, to a lesser extent, Science.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
Extra-curricular activities/ experiences, including the arts and sport, subsidised as necessary	<p>Overall the average impact of engaging in extra curricular activities on other areas of academic learning is positive and adds roughly 3 monthly progress. However, it is important to remember that arts engagement is valuable in and of itself and that the value of participation in the arts and sports should be considered beyond maths and English outcomes. Wider benefits also include more positive attitudes to learning and increased physical and mental well-being. There is vast amount of research that highlights the benefits of extra-curricular provision. See below for examples:</p> <p>https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-with-outcomes/#:~:text=Students%20who%20attend%20clubs%20have,health%20as%20a%20young%20adult</p> <p>https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1 & 6

Total budgeted cost: £77,495.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our school's disadvantaged pupils last academic year has been analysed against both national assessment information and our own internal attainment and progress measures. To measure the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given the ongoing legacy of the pandemic) and to results achieved by our non-disadvantaged pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

	Attainment				Progress	
	St Ann's		National		St Ann's	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
GLD	20% (1/5)	85% (46/54)			N/A	N/A
Y1 Phonics	75% (3/4)	87% (46/53)	67%		N/A	N/A
Y2 Phonics	100% (5/5)	96% (53/55)	N/A	N/A	N/A	N/A
KS1 Reading	40%	85%	N/A	N/A	60% (3/5)	93% (51/55)
KS1 Writing	60%	85%	N/A	N/A	100% (5/5)	95% (52/55)
KS1 Maths	40%	84%	N/A	N/A	60% (3/5)	91% (51/55)
KS2 Reading	50% (6/12)	89% (42/47)	63%	81%	83% (10/12)	94% (44/47)
KS2 Writing	50% (6/12)	94% (44/47)	59%	78%	83% (10/12)	94% (44/47)
KS2 Maths	58% (7/12)	87% (41/47)	61%	80%	83% (10/12)	87% (41/47)
KS2 RWM	42% (5/12)	83% (39/47)	47%	69%	N/A	N/A
KS2 RWM Higher Standard	8% (1/12)	9% (4/47)			N/A	N/A

Attendance (22.7.25)

Whole school attendance	96.42%
Attendance of disadvantaged pupils	94.23%
Whole school absence	3.58%
Disadvantaged pupils' absence	5.77%
Whole school PA	6.52%
PA of disadvantaged pupils	17.95% (7 pupils)

Following this detailed evaluation of our current position, we are on target to achieve the outcomes of our pupil premium strategy plan (as outlined in the intended outcomes section above). The following aspects of our strategy are working well:

Aspect of Strategy	Evaluation
Additional teacher	The addition of a teacher has enabled targeted small group instruction, effectively addressing learning gaps and enhancing the adult-to-child ratio.
High quality CPD for all staff	High-quality Continuous Professional Development (CPD) from accredited providers and Trust Directors has facilitated: <ul style="list-style-type: none"> - Embedding of the mastery approach to learning - Enhancement of staff pedagogical and subject knowledge - Improved curriculum planning - Addressing gaps in pupil knowledge
Effective induction for staff new to school and ECTS in the teaching of Reading, Writing and Maths.	Comprehensive induction for new staff and Early Career Teachers (ECTs) in Reading, Writing, and Maths has ensured a consistent approach to teaching.
Use of subject-specific assessments (e.g. standardised tests, teacher produced quizzes, PM benchmark)	Implementing subject-specific assessments (e.g., standardised tests, teacher-produced quizzes, PM benchmarks) has enabled teachers to identify knowledge gaps and reinforce foundational concepts, ensuring new material builds on secure learning.
External audits	Conducting external audits has ensured exemplary teaching and learning practises, allowing for early identification and rapid resolution of areas needing improvement.
Small group catch up tuition	Targeted small group catch-up tuition has effectively addressed learning gaps, providing focused support for pupils.
Weekly Study Club	The Weekly Study Club, led by qualified teaching assistants, offers a conducive learning environment for homework completion and provides essential high-quality support.
Phonics, Reading, Writing and Maths small group academic intervention	Establishing small group interventions in Phonics, Reading, Writing, and Maths has helped pupils stay aligned with their year group curriculum.

Daily 1:1 reading	Implementing daily 1:1 reading sessions for identified pupils has significantly closed the attainment gap between these pupils and their peers.
Reading Plus	Investment in Reading Plus has successfully reduced the attainment gap in Reading for Year 5 & 6 (summer term Year 4) between disadvantaged pupils and their peers.
Family Support Worker	Employing a Family Support Worker has improved regular school attendance for targeted pupils and enhanced parental engagement.
Relevant Assessments by Teachers	Completing assessments (e.g., Boxalls, SDQs, Coventry Grids) has accurately identified SEMH needs, allowing for targeted interventions.
Two mentoring conversations per year	Conducting two mentoring conversations per year (six for disadvantaged pupils) provides feedback opportunities, engages families, and addresses SEMH and attendance issues.
Extra-curricular activities/experiences	Subsidising extra-curricular activities, including arts and sports, provides children with valuable opportunities that enhance their interests, wellbeing, and academic performance.

Last year marked the end of a previous pupil premium strategy plan, and given the intended outcomes of that plan were met, it should be evaluated as being successful (see above).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mathematics Mastery	Ark Curriculum
Mastering Number	NCETM
Read Write Inc	Oxford University Press
Jigsaw for PSHE	Jigsaw PSHE Ltd
Charanga for Music	Charanga Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
No service children on roll last year.
The impact of that spending on service pupil premium eligible pupils

Further information (optional)