



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 Church Academy |
| Number of pupils in school | 367 |
| Proportion (%) of pupil premium eligible pupils | 12.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | 31/12/24 <i>Reviewed November 2025</i> |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Emma Hardy Smith |
| Pupil premium lead | Emma Hardy |
| Governor / Trustee lead | Kate Sargeant |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | 2024 -2025 – £58,080 2025-2026 - £63,712 |
| Recovery premium funding allocation this academic year | 2024 -2025 - £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 2024 -2025 – £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 | 2024 – 2025 £58,080 2025-2026 - £63,712 |

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's Church academy, we are committed to ensuring that every child moves on at the end of KS2 'Secondary Ready', regardless of their background or circumstances. We recognise the challenges faced by disadvantaged pupils and are dedicated to providing targeted support to address these barriers to success. Our statement of intent for pupil premium and disadvantaged pupils in our primary schools outlines our commitment to equity, inclusion, and excellence in education.

Our intention is clear: to empower all pupils, irrespective of their socio-economic background or the challenges they may face, to make significant progress and achieve high levels of attainment across all subject areas. We firmly believe that every child has the right to access quality education and that no child should be left behind due to circumstances beyond their control.

The focus of our pupil premium strategy is to provide tailored support to disadvantaged pupils, including those eligible for Free School Meals (FSM), children in care, and those from service personnel families. We understand the importance of removing financial barriers to education and we are dedicated to closing the attainment gap by ensuring that these pupils receive the additional resources, interventions, and opportunities they need to thrive academically and socially.

Research demonstrates that pupils from deprived backgrounds often underachieve compared to their peers. Therefore, it is imperative that we utilise pupil premium funding effectively to enable these pupils to succeed. Our approach is rooted in evidence-based practices and informed by robust diagnostic assessment, ensuring that support is targeted and impactful.

We adopt a whole-school approach, with every staff member taking responsibility for the outcomes of disadvantaged pupils. We foster a culture of high expectations, where we believe in the potential of every child and are committed to challenging them to reach new heights of achievement. Early intervention is key, and we act swiftly to address any barriers to learning as soon as they are identified.

Our commitment to the success of disadvantaged pupils extends beyond academic achievement. We strive to nurture their holistic development, supporting their social, emotional, and well-being needs to ensure they flourish both inside and outside the classroom.

At St Anne's Church academy, we are dedicated to championing the rights of disadvantaged pupils and maximising their potential through targeted support, high

expectations, and a commitment to excellence. By working collaboratively with families, stakeholders, and the wider community, we aim to create a nurturing and inclusive environment where every child can thrive and succeed.

Challenges

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

| Challenge number | Detail of challenge |
|--------------------|---|
| 1 Attendance | <p>Some pupils have low attendance and/or punctuality which negatively impacts upon learning – 2024-2025 attendance for PP children was 93.8 % compared with their non disadvantaged peers with attendance at 96.1%</p> <p>Disadvantaged children are more likely to be persistently absent – In the year 2024-2025 persistent absence for disadvantaged learners was 20 % compared (A reduction from the previous year of 27%) to non -disadvantaged which was 6.4% which is a widening gap.</p> <p><i>A high percentage of disadvantaged learners are also learners with SEND.</i></p> |
| 2 Oracy | <p>Some children (particularly but not exclusively GRT and disadvantaged children) have under- developed oral language skills, limited vocabulary, phonics and reading skills and knowledge which significantly impacts upon learning. This is evident from Reception through to KS2.</p> |
| 3 Cultural capital | <p>In some families, there is a lack of access to resources such as books, IT, libraries and life experiences. Because of this, children’s understanding of the world is sometimes limited, they have limited vocabulary beyond tier 1 words on entry to school and have limited early reading experiences.</p> |
| 4 Additional needs | <p>36% of disadvantaged pupils in the 2025 – 2026 academic year have additional needs with 4 children having ECHPs.</p> |
| 5 Outcomes gap | <p>Disadvantaged pupils consistently achieve below the non-disadvantaged pupils in the core subjects with the wider gaps being in Reading , writing and phonics.</p> <p>In 2024, Year 1, 33% disadvantaged children achieved the expected standard in phonics compared with 90% of non- disadvantaged children.</p> <p>In 2025 , Year 1, the gap for phonics outcomes closed with 100% disadvantaged children achieved the expected standard in phonics compared 85% of non- disadvantaged children.</p> |

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| | <p>In 2025, EYFS 25% of disadvantaged learners* achieved a good level of development compared to 79% of their non disadvantaged peers. (* 4 children, 2 with SEND and 1 who started school for the first time in April 2025)</p> <p>In 2024, Outcomes in Reading at the end of KS2 show a gap of 10% between disadvantaged and non- disadvantaged children. In maths, the gap is 14%.</p> <p>In 2025, outcomes for disadvantaged learners at the end of KS2 were stronger with gaps closing in reading and maths with their non-disadvantaged peers. The gap in reading reduced to 2% and maths to 5% but the gap in writing was 20%.</p> |
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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.

| Intended outcome | Success criteria |
|---|--|
| Increase levels of attendance to improve outcomes | <p>By 2027</p> <ul style="list-style-type: none"> all disadvantaged pupils have attendance >96% Persistent absenteeism has reduced amongst disadvantaged children from 5% to 0% for disadvantaged children |
| Oracy skills are good and children are confident because of this. | <p>By 2027</p> <ul style="list-style-type: none"> Voice 21 is embedded as part of the school curriculum All children are developing strong oracy skills Outcomes at the end of EYFS, KS1 and KS2 are above national in all aspects |
| Increase levels of attainment in all core areas percentage of children at ARE is 100% | <p>By 2027 –</p> <ul style="list-style-type: none"> All families will be engaging readily with school regarding attendance and punctuality because of this children have full access to QFT. Data will show that all children attain at least in line with national expectations in reading, writing, maths and science. |

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| | <ul style="list-style-type: none"> ● The attainment gap between disadvantaged and non-disadvantaged will reduce in all year groups. |
| <p>Increase levels of progress particularly from end of Key Stage One to end of Key Stage Two to improve outcomes and enhance life chances</p> | <p>By 2027 -</p> <ul style="list-style-type: none"> ● Data will show that all children make at least expected progress from their starting points and disadvantaged children make better than expected in order to diminish the attainment difference ● Appraisal targets for all staff will highlight progress and attainment of all children with a focus upon disadvantaged and be met ● Dedicated PP champions will oversee the provision and impact of interventions to secure good progress and their impact is demonstratable through children, family and staff surveys ● Quality first teaching is good with the majority of teaching being great across the school as identified through monitoring reports ● Interventions will be SMART and impactful. |
| <p>All children will be secure in phonics and early reading</p> | <ul style="list-style-type: none"> ● Phonics data will be above 90% for all children ● By the end of KS1 all children will be secure readers. ● All children will reach a good level of development by the end of EYFS |
| <p>Disadvantaged children and their families have access to a wide range of experiences and resources including: extracurricular provision, IT equipment, access to trips, resources for reading,</p> | <ul style="list-style-type: none"> ● All children have a growing understanding of their world and the world beyond them. ● Most children have a sound knowledge of and use tier 2 words confidently. ● Parents know how to access further support with regards to equipment and resources to support home learning ● Pupils are able to talk about their wellbeing and know how to ask for help |

Activity in this academic year 2024/25

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: 14,871

2025/2026 - £ 10, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Evaluation of impact |
|---|---|-------------------------------|----------------------|
| Introduce Voice 21 - key staff are trained and fully train all staff. | <ul style="list-style-type: none"> Education Endowment Foundation (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 2,3,4 | |
| Work with English director to improve fluency in reading - staff meetings for all staff. | <ul style="list-style-type: none"> Consistency of quality first teaching across the school increases % at ARE - EEF toolkit - https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 2,6,7 | |
| Fully Introduce Read Write Inc as a consistent phonics scheme - to secure stronger phonics teaching for all pupils alongside CPD ongoing for teaching early reading | <ul style="list-style-type: none"> Effective and consistent use of RWI phonics raises standards EEF toolkit- early phonics interventions and reading comprehension strategies 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 EE | 6,7 | |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | | |
| CPD to secure stronger teaching of writing across the school | <ul style="list-style-type: none"> Consistency of quality first teaching across the school increases % at ARE - EEF toolkit - https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 6,7 | |
| Enhance maths teaching and curriculum planning in line with DfE and EEF guidance through engagement with mastery maths fluency programmes for all year groups. | <ul style="list-style-type: none"> Consistency of quality first teaching across the school increases % at ARE - EEF toolkit https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 6,7 | |
| CPD and additional tutoring for KS2 children for maths and reading. | <ul style="list-style-type: none"> Consistency of quality first teaching across the school increases % at ARE - EEF toolkit https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 6,7 | |
| Regular CPD for class teachers including staff training | <ul style="list-style-type: none"> Consistency of quality first teaching across the school increases % at ARE - EEF toolkit https://educationendowmentfoundation.org | 5,6,7 | |

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| led by curriculum leaders and peer coaching | uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | | |
| Regular CPD to enhance Provide targeted in class support (LSA) to accelerate learning for all children | <ul style="list-style-type: none"> • EEF - effective use of support staff https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 2,4,5,6,7 | |

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

Budgeted cost: £ 13,209

2025/2026 - £ 18, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Evaluation of impact |
|---|--|-------------------------------|----------------------|
| <p>Targeted small group tutoring in phonics and number to accelerate learning and close the gap – KS1</p> <p>Targeted small group tutoring in reading, phonics and maths to accelerate learning and close the gap for KS2 pupils.</p> <p>Targeted small group / 1:1</p> | <ul style="list-style-type: none"> • EEF toolkit- https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • Marc Rowland swift and timely changes to provision as a result of evaluating current attainment alongside regularly monitoring and evaluating data • Additional support in lessons to support those pupils to succeed https://www.educationendowmentfoundation.org | 2,4,5,6,7 | |

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| <p>learning support and bespoke thrive based sessions for disadvantaged children not yet ready to learn.</p> <p>PP children in teacher supported groups – ‘Spotlight children’ - LSA support in class to target spotlight children.</p> <p>PP identified and targeted through lesson planning</p> <p>Targeted and deliberate questioning of PP pupils during in class teaching</p> <p>PP children focus for Pupil progress meetings</p> | <p>.uk/education-evidence/guidance-reports/teaching-assistants</p> | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

2025-2026 - £ 35, 712

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Evaluation of impact |
|-------------------------|--|-------------------------------|----------------------|
| Early identification of | <ul style="list-style-type: none"> Research has found that poor attendance is | 1 | |

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| <p>attendance dropping below 96% for all pupils. School to follow attendance policy and work closely with Education Welfare Officer to robustly address difficult cases – meetings with attendance lead/Principal/ and EWO.</p> | <p>linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> | | |
| <p>Use of Learning mentors to build self-esteem and enjoyment of learning – tailored afternoon activities – forest school, cooking, nurture groups, thrive</p> <p>Further engagement of parents through regular feedback and attendance meetings/ discussions with attendance lead or Learning mentors</p> | <ul style="list-style-type: none"> ● Marc Rowland- understanding attitudes to learning and family engagement is vital for the success of PP spending ● Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1,3 | |
| <p>Offer each child the opportunity to participate in one extra- curricular activity per week. Support for breakfast club attendance to give children a</p> | <ul style="list-style-type: none"> ● EEF toolkit- behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 3,4 | |

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| <p>positive start to the day. Financial support for wider school curriculum – trips , residential</p> <p>Curriculum materials to support PP pupils to fully engage with all curriculum areas.</p> <p>Support PP children to access forest school to build confidence and resilience</p> <p>Learning mentors weekly check ins – all about me, sessions, soft starts for children who need it – tailored programmes /sessions</p> | <ul style="list-style-type: none"> ● Nurture programme ● Character Education Framework Guidance https://www.gov.uk/government/publications/character-education-framework | | |
| <p>Support for emotional health and well- being through nurture sessions. (Thrive and Nurture)</p> | <ul style="list-style-type: none"> ● EEF toolkit-social and emotional support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning ● Nurture programme ● Effective and targeted use of PFSW | <p>3, 5</p> | <p>Children were identified as needed by class teachers – all groups were very successful and feedback from children was very positive.</p> |

Total budgeted cost: £ 58, 080

2025/2026 – Total budget £ 63.712

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 – 2025 academic year.

Outcomes

- 25% of disadvantaged learners in EYFS achieved the Early learning goal but 100% disadvantaged learners without SEND achieved ELG.
- 100% disadvantaged learners achieved the expected level for the Year 1 phonics screening compared to 85% of non- disadvantaged peers. In year 2, 100% children achieved the Yr 1 phonics screening expectation compared to 96% of their non disadvantaged peers.
- In MTC, the average score for disadvantaged learners was 19 compared to 21.7 for non-disadvantaged learners.
- End of KS2 outcomes for disadvantaged learners were strong with gaps closing in reading and maths. The gap in reading reduced to 2% and maths to 5%. Disadvantaged learners achieved the following: In reading 89% achieved the expected standard which was significantly higher than their non disadvantaged peers (83%) 22% achieved the higher standard compared to 45% of non-disadvantaged. In Maths, 78% achieved the expected standard compared to 87% of their non disadvantaged peers. In writing the gap is wider at 20%. 67% compared to 87%.
- The combined percentage for RWM for disadvantaged learners was 67% (which is above the national average) compared to 70% of their non disadvantaged peers.

Attendance

For the year 2024-2025, attendance for disadvantaged children was 93.8 % compared with their non- disadvantaged peers with attendance at 96.1%. This shows a slight rise from the previous year 93.4%.

In the year 2024-2025, persistent absence for disadvantaged learners was 20%, which reduced from the previous year when it was 27%, compared to non -disadvantaged which was 6.4%.

(Persistent absence for disadvantaged learners with EHCP plans was 40%)

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 |
|-----------|----------|
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Service pupil premium funding (optional)

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

| Measure | Details |
|---------|---------|
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Further information (optional)

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