

Pupil premium strategy statement – St Anne (Stanley) C of E Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	393 (including 27 Nursery) = 366
Proportion (%) of pupil premium eligible pupils	36%
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 – 2026 to 2027- 2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Chair of Governors Rev. E. Williams/Mrs J Simons (Headteacher)
Pupil premium lead	Mrs J Simons (Headteacher)
Governor / Trustee lead	Chair of Governors Rev. E. Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£190,890

Part A: Pupil premium strategy plan

Statement of intent

All members of the SLT, governors, teaching and support staff are motivated by our aim to provide disadvantaged pupils outstanding support that will enable them to have the very best start in life, one that aims to give our pupils lifelong learning and cultural experiences that will create highly motivated pupils who will strive to reach their full potential, regardless of background or context. Our school is situated in one of the most deprived areas of the country but we have high expectations of our pupils and are committed to 'closing the gap' between disadvantaged pupils and their peers.

We want our children to be confident learners, have high aspirations and a love of learning that goes beyond their next stage of learning to become a lifelong journey.

Our intention is that all pupils, irrespective of their background or the challenges they face, make very good progress and achieve their fullest potential across all areas of the curriculum. We recognise the important need to support positive wellbeing amongst our pupils, providing the support needed for our vulnerable pupils, including those who have social worker involvement is a priority.

High quality teaching and learning 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 gap and at the same time will benefit the non-disadvantage attainment pupils in school. Our intention is that the outcomes detailed below will considerably raise the attainment of our disadvantaged pupils to narrow the gap between their peers but also ensure that our non-disadvantaged pupils will continue to sustain good and improved progress.

Language acquisition and Reading are given the highest priority across the school – this year the school have been successful with taking part in both the NELI program and Read, Write Inc. program – to support with speech and language, early reading (including phonics) and reading as a priority across the school. It is also our aim to develop children's vocabulary skills to reduce the word gap that has been recognised between disadvantaged pupils and their peers.

We continue to value the important contribution that access to a wider range of cultural and enrichment experiences provide for our pupils helping to foster a love of life-long learning and enjoyment. The importance of Music and Physical Education has proven to be extremely beneficial to both the wellbeing of our pupils and to engagement within extra-curricular interests and activities. We continue to employ a full-time music specialist and a full time P.E. specialist to provide high quality learning and experiences within these areas. In addition, we recognise the importance of the continuing advancement within computing and the importance of ensuring that children and families recognise how to keep their children safe with the use of technology. To support with this, we employ computing specialists to provide up-to date training for both pupils and staff.

Our strategy will also include wider school plans for education recovery, notably in its targeted support through whole school reading initiatives and through a school led tutoring programme for pupils whose education has been worst affected – including non-disadvantaged pupils.

Our approach will be tailored to whole school challenges but also individual needs, rooted in robust assessments. The whole school are committed to eliminate disadvantage and will work together to ensure that our children achieve their fullest potential. To ensure that our approach is achievable we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to identify areas of need to ensure that support is in place

Our Pupil Premium Principles:

Whole school ethos of attainment for all

- There is a belief that all disadvantaged pupils are capable of overcoming barriers to learning and can succeed.
- A whole school culture of high expectations for all children.
- Leaders, teachers and all staff understand their role within the school strategy.

High Quality Teaching for all

- The school places strong emphasis on ensuring that disadvantaged children make at least good or accelerated progress as a result of high quality teaching.
- High quality CPD is a priority and is tailored to the needs of the school and individual staff.
- High quality CPD is in place to deliver interventions that are additional to the entitlement of high quality teaching, class teachers retain the accountability for pupil achievement.

Meeting Individual Learning Needs

- There is a strong understanding of the barriers to learning and how these barriers present in school
- Consideration is given to specific barriers and how these can be overcome – support is provided to ensure that all needs are met to enable children to succeed.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up with increasing numbers of pupils able to meet age related expectations.
- In addition to a whole school approach to mental health and wellbeing, Pastoral support is provided by experienced members of staff and through outside agencies to ensure that individual needs are met.

Addressing Attendance

- Attendance is rigorously monitored, and strategies are implemented to improve attendance and/or lateness to maximise opportunities for learning in school.

- The school works closely with the Education Welfare Officer to support families with improvement in attendance.

Data Focus

- The progress of disadvantaged children is discussed at all pupil progress meetings and at key assessment points throughout the year. Actions are identified, implemented, monitored and reviewed regularly.

- Accelerated progress must lead to high attainment within an academic year.

Clear, responsive leadership

Leaders, governors and senior leaders review the effectiveness of strategies based on internal analysis, research and best practice

- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

- Self-evaluation is rigorous and honest.

Deploying staff Effectively

- Staff are deployed flexibly in response to the changing need of disadvantaged pupils.

- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Challenges

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

Challenge number	Detail of challenge
1	Oracy Skills and Vocabulary gaps Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Achievement in Phonics, Reading (including Early Reading) Internal and external assessments indicate that phonics and reading (including early reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap narrows by the end of KS2.
3	Gaps in Attainment Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap narrows through the school to the end of KS2.
4	Gaps in Attainment. Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 80% of our disadvantaged pupils arrive below age-related expectations compared to 50-60% of other pupils. This gap remains narrows to the end of KS2 for pupils who remain throughout the school.
5	Wellbeing: Personal, Social and Emotional Needs. Personal, social and emotional needs that impact on learning (including delayed development and ACEs factors). Through pupil progress/wellbeing meetings with staff, referrals to SENDCO and discussions with pupils and families we recognise the need for increased support across the school. Teacher referrals for support remain relatively high. pupils of whom are disadvantaged) currently require additional support with social and emotional needs, with additional children receiving small group interventions.
6	Cultural and Enrichment Experiences. Analysis of pupil discussions reflects the lack of enrichment opportunities for a number of pupils – especially amongst disadvantaged pupils. The lack of enrichment especially as a result of school closure has impacted on both cultural experiences and on wellbeing.
7	Attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. 3-4% of disadvantaged pupils have been ‘persistently absent’ compared to 2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

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
Significantly 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 70% of disadvantaged pupils meet the expected standard.

Improved phonics attainment among disadvantaged pupils.	Year 1 phonics outcomes in 2027/28 show that 70 of disadvantaged pupils met the expected standard.
Provide outstanding teaching for all pupils in school – to ensure high standards and expectations of closing the gaps in attainment. Significantly Improved attainment in core subject –Mathematics.	KS2 mathematics outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard.
Provide outstanding teaching for all pupils in school – to ensure high standards and expectations of closing the gaps in attainment. Significantly Improved attainment in core subjects – Writing.	KS2 writing outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard.
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 • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved access to cultural and enrichment experiences for all. Learners gain experiences to enhance and develop their learning. These experiences also support language development, positive mind sets, improved learning skills and high aspirations.	All Children have access to a wide range of cultural experiences including visits to art galleries, museums, theatres, sporting events etc. Participation in after school clubs increases especially amongst disadvantaged pupils. Children have high self-esteem, high aspirations and a belief that they have a wide range of opportunities available to them. Children have opportunities to develop new talents to pursue for the future. Children develop high aspirations for the future and have knowledge of the wide range of career opportunities available to them – links with universities and employment opportunities for the future
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **2025 - 2026** to address the challenges listed above.

Teaching

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Include use of Bell Curves to identify individual children who may be falling behind.</p> <p>Continuing use of White Rose Assessment material for end of units in Mathematics.</p> <p>Termly use of PUMA test diagnostic assessments Y1 – Y6.</p> <p>Termly use of PIRA test diagnostic assessment Y1 – Y6.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Standardised test / Assessing and Monitoring Pupil Progress</p> <p>Diagnostic assessment EEF</p>	2, 3, 4
<p>Embedding diagnostic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Further embedding NELI in EYFS.</p> <p>Embedding NELI in Nursery.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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>Research – Closing the Vocabulary Gap – Alex Quigley</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Whole school CPD to support effective questioning, assessment for learning and developing children’s basic skills in mathematics.</p>	<p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	1,2,3,4

Targeted academic support

Budgeted cost: £ 90,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a further resources – including extra resources for Neli and Wellcom programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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, 4
Renewal of Lexia, Reading Plus licenses to support with raising standards in reading – including comprehension, reading speed and accuracy.	Evidence within school data previously has reflected significant gains in reading standards when using these tailored interventions.	3,4
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	3,4
Additional intervention programmes at targeted individuals including IDL Maths / Reading, number sense and precision teaching.	High quality one to one or small group work support for our most vulnerable children supports their academic progress and their emotional wellbeing. EEF Menu of Approaches Page 1	1,3,4

Wider strategies

Budgeted cost: £50,890.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to offer Improvements in pupils' enjoyment of wider life experiences they might not otherwise be involved in, through visits, enrichment activities and a wide range of after school activities.</p> <p>Pupils will gain confidence, develop a positive mind set and improved learning skills, with higher aspirations.</p> <p>We employ part time Computing, French specialists and full time Music and PE specialists to support with emotional wellbeing, confidence, improved learning skills and positive aspirations.</p>	<p>Many disadvantaged families cannot afford to engage with wider opportunities/clubs outside of school.</p> <p>Pupils gain confidence, develop a positive mind set and improved learning skills, with higher aspirations</p> <p>Evidence from EEF – pupils make two additional progress per year through extended school time.</p> <p>Previous pupil surveys reflected that 100% of children enjoyed memorable events and 80% of disadvantaged children participated in at least one after school club.</p> <p>We have employed a full time Music specialist and a full time P.E. specialist to ensure children are provided with high quality experiences within these subjects. Pupil voice, observations and monitoring has reflected increased confidence and enjoyment in these areas during the past years.</p>	4,5,6,7
<p>Social and emotional needs are met in school through high quality intervention, classroom</p>	<p>Children and adults living in the lowest 20% income bracket in U.K. are two to three times more likely to develop</p>	4,5

<p>practices and additional specialist support.</p> <p>Training for both pupils and staff will support the whole school community to enable positive mental well-being.</p> <p>Ensuring that all children have a mid-morning snack to alleviate hunger will be in place this academic year and beyond.</p> <p>High quality support through in school pastoral care and interventions (with bought in support through outside agencies – e.g. seedlings, play therapists, ADHD Foundation, Ossme, Emtas etc.</p>	<p>mental problems than those in the highest income bracket.</p> <p>Analysis of data from the Millennium Cohort study in 2012 found children in the lowest income quintile to be 4.5 times are more likely to experience serve health problems than those of higher income families.</p>	
<p>Whole school fully trained THRIVE Practitioners.</p> <p>Our school follows the Happy Minds Programme.</p>	As above	4,5
<p>Staff are fully trained in Brick / lego and Drawing and Talking Therapy.</p>	As above	4,5
<p>School has trained practitioners in REACT Anxiety and Elsa Anger Management strategies.</p>	As above	4,5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4,5,7</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £190,890.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 SATs

Key Stage 2 National Standardised Assessment Test (SAT) Results		
	School	National
Reading	50%	63
Writing	71%	59
Mathematics	54%	61
Grammar, Punctuation and Spelling	50%	60
Reading, Writing and Mathematics Combined	46%	47

Year 1 – Year 5 Internal data

Reading	
Year 1	47%
Year 2	52.6%
Year 3	52.6%
Year 4	66.6%
Year 5	61.5%

Writing	
Year 1	53.3%
Year 2	52.6%
Year 3	31.6%
Year 4	42.8%
Year 5	38.5%

Mathematics	
Year 1	60%
Year 2	52.6%
Year 3	52.6%
Year 4	57.2%
Year 5	42.3%

Phonics

	Year 1	Year 2
School (2025)	50%	33.3%
National (2024)	80%	89%
LA (2024)	76%	87%

EYFS

Good Level of Development

School (2025)	33% (3/9)	Of which 5 (66%) are SEND
National (2024)		

Gaps in Attainment Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 87% to 100% of our disadvantaged pupils arrive below age-related expectations compared to 68%-72% of other pupils. This gap narrows through the school to the end of KS2.

Gaps in Attainment. Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 87% and 100% of our disadvantaged pupils arrive below age-related expectations compared to 82%-93% of other pupils.

Gaps in Attainment. Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 87% and 100% of our disadvantaged pupils arrive below age-related expectations compared to 71%-93% of other pupils.

Reading Plus Progress Report

Year 4	
Expected progress (1 year)	23%
More than expected progress (1 year plus)	77%
Total making at least expected progress	100%

Year 5	
Expected progress (1 year)	8%

More than expected progress (1 year plus0	92%
More than 3 times expected progress (3 years plus)	44%
Total making at least expected progress	100%
Year 6	
Expected progress (1 year)	4%
More than expected progress (1 year plus0	92%
More than 3 times expected progress (3 years plus)	67%
Total making at least expected progress	96%

Externally provided programmes

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

Programme	Provider

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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.