

Pupil premium strategy statement – St Anne’s C of E Primary School 2026-2029

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	241 (including nursery)
Proportion (%) of pupil premium eligible pupils	16% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027 2027-2028 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	Annually. Final review June 2029
Statement authorised by	Governing Board
Pupil premium lead	Suzanne Binks
Governor / Trustee lead	Sarra Scougall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,670
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£60,670

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide high quality education for all pupils in our school with excellent teaching being central to this aim. Teachers will carefully assess the needs of the pupils and plan learning opportunities to cater to these needs. Staff will not make assumptions based on whether or not a child is classed as being disadvantaged. Our disadvantaged pupils will be appropriately challenged in their learning and will be encouraged and supported to succeed. Interventions and support will be provided where appropriate. In our school, we all acknowledge that raising attainment, including that of disadvantaged pupils is the responsibility of us all.

It is our belief that we must also support the social, emotional and mental health needs of our pupils and not just meet their academic requirements. Developing the whole child is important to us. We recognise that emotionally healthy children are more able to grow and learn.

Children are no longer entering school in the early years with previous levels of independence, speech and language and motor skills.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance rates and higher persistent absence rates for pupils eligible for Pupil Premium in comparison to pupils not eligible for Pupil Premium.
2	A greater proportion of non-disadvantaged pupils compared to disadvantaged pupils met the expected standard in the phonics screening check
3	Children are entering school with poor speech and language skills.
4	Children across school presenting with increased levels of social, emotional and mental health needs.

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
To improve attendance of pupil premium pupils.	The attendance gap between pupils eligible for Pupil Premium and pupils not eligible for Pupil Premium will narrow. Pupil Premium eligible families will be aware of the importance of good attendance and the impact of poor attendance. Pupils will be aware of the impact of good attendance through education. A robust attendance management system will be implemented across school and the impact monitored.
To narrow the gap in phonics attainment between disadvantaged and non-disadvantaged pupils.	2029 phonics data will indicate a narrowed gap in the attainment of PP pupils compared to non-PP pupils. Rigorous phonics assessment and intervention will take place. Increased parental involvement at an earlier stage in the academic year.
To improve speech, language and communication in Early Years and Key Stage 1.	Wellcomm programme will be implemented in Nursery and Reception. Children will be assessed and intervention allocated as appropriate. Increased focus on oracy in the Early Years and KS1 curriculum. Referrals to external professionals will be submitted as required. Liaison with parents on the importance of oracy (possible oracy workshops). Assessments will show improvement in the outcomes for individual pupils across each year.
To develop SEMH provision in school so that there is an increase in resilience, sustained	Thrive, ELSA and Drawing and Talking sessions will be allocated to children as needed.

concentration, self-regulation and motivation.	Whole school Zones of Regulation sessions will be running regularly. PSHE/RSE curriculum will cover topics such as resilience and mental health. Peace of Mind programme will run in school. Children will be supported by Emotional Resilience Nurses as needed. Parent workshops / information sharing on SEMH needs will be conducted. Growth mindset strategies will be implemented.
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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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous phonics teaching across EYFS and KS1. Phonics teaching in KS2 for children who require it.	Phonics is an important and effective component in the early development of reading, particularly from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children making connections between the sound patterns they hear in words and the way these words are written. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Providing training to the staff that deliver group support is likely to increase impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Increased focus on oracy in lessons in EYFS and KS1.	On average, oral language approaches have a high impact on pupil outcomes (+6 months additional progress). There is a high impact for a low cost.	3

Targeted reading aloud and book discussions. Explicitly extending pupils' spoken vocabulary. Use of structured questioning to aid comprehension. Use of purposeful, curriculum-focused dialogue and interaction.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention across the school for children who need to catch up or keep up.	Targeted deployment, where teaching assistants deliver interventions to small groups has a higher impact. The average impact of the deployment of teaching assistants is about an additional 4 months progress over the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Daily 1:1 reading practice for disadvantaged pupils.	On average, 1:1 tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is in addition to normal lesson. +5 months progress for a moderate cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
Speech and Language interventions (Wellcomm)	On average, oral language approaches have a high impact on pupil outcomes (+6 months additional progress). There is a high impact for a low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
SEMH interventions delivered	Social and emotional learning approaches have a positive impact, on average, of 3 months additional progress over the course of an academic year. High impact for low cost.	4

where required	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Targeted deployment, where teaching assistants deliver interventions to small groups has a higher impact. The average impact of the deployment of teaching assistants is about an additional 4 months progress over the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce the use of metacognition strategies in the classroom.	Low cost for +8 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4
Parent workshops on SEMH needs and strategies.	Parental engagement has a positive impact on average of 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Parent workshops on phonics.	Parental engagement has a positive impact on average of 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
Parent workshops on improving attendance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
Pupil support sessions on improving attendance	No EEF evidence to support this as an effective strategy.	1
SEMH and growth mindset strategies	Social and emotional learning approaches have a positive impact, on average, of 3 months additional progress over the course of an academic year. High impact for low cost.	4

implemented across school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £67,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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