



PUPIL PREMIUM STRATEGY STATEMENT 2024/25

The Government believes that the Pupil Premium (PP), which is additional to the main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals and their more advantaged peers, by ensuring that funding to tackle disadvantage reaches them most.

Pupil Premium was introduced in 2011 and is allocated to school to work with pupils who have been registered for Free School Meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for pupils who are Post Looked After children and children of Service Personnel.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	St Anne's CE Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils 2022-23	24% inc LAC
Proportion (%) of pupil premium eligible pupils 2023-24	32% inc LAC
Proportion (%) of pupil premium eligible pupils 2024-25	28% inc LAC
Financial year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Liz Hindmarsh, Headteacher
Pupil premium lead	Mrs Laura Hedley, PP Lead, KS2 Lead, Acting Assistant Head
Governor / Trustee lead	Mr Gareth Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year FSM	£90,280
Pupil premium funding allocation this academic year LAC	£1,500
Pupil premium funding allocation this academic year Post LAC	£5,140
Pupil premium funding allocation this academic year Service Children	£2,380
Pupil premium funding carried forward from previous years	£2,909
Total budget for this academic year	£102,209



'...these three remain: faith, hope & love; and the greatest of these is love.' | Cor 13:13
Rooted in faith, family & friendship. Growing in hope & aspiration. Flourishing in love.
friendship « hope « compassion « forgiveness « trust « thankfulness

Intent

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils during detailed, thorough and timely Pupil Progress meetings, so that they are fully aware of strengths and weaknesses across the school and at class level.

We ensure that all teaching and learning opportunities meet the needs of all the pupils, following an adaptive approach.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the social and emotional needs of our disadvantaged pupils are adequately assessed and addressed.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving Free School Meals will be in receipt of Pupil Premium interventions at one time. Pupil Premium is not a personal budget for individual pupils and schools do not have to spend Pupil Premium so that it solely benefits pupils who meet the funding criteria. Pupil Premium can be used to support other pupils with identified needs, or used for whole class interventions that will benefit all pupils.

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best.

We also strive to engage families in education and support them in having high aspirations for their children. We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.



Challenges

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

Challenge number	Detail of challenge: 2023-24
1	<p>Academic Achievements Combined RWM Our 2023-24 SATS Y6 Combined assessment results indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils; and lower than the national average of disadvantaged pupils. 36.4% of our KS2 disadvantaged children achieved the expected or above Combined standard in comparison with 47% of disadvantaged pupils nationally (9.1% below) and 67% of non-disadvantaged.</p> <p>KSI 2024 Optional NC TESTS 13% of our disadvantaged children achieved the expected standard in combined RWM.</p>
2	<p>Maths Mastery Our current Maths Curriculum is less accessible for lower attainers and our disadvantaged children and is now in review. Only 58% of our disadvantaged children met or exceeded the expected standard for Maths compared with 89% from our non-disadvantaged children.</p>
3	<p>Phonics: Phonics screening Assessments, both Formative and Summative indicate that disadvantaged pupils are achieving lower outcomes than their non-disadvantaged peers. 70% of FSM children passed their phonics screening check compared with 75% of Non-FSM. This negatively impacts their development as readers.</p>
4	<p>Attendance: - Our attendance data indicates that attendance among disadvantaged pupils at 94.2% has been slightly lower than for non-disadvantaged pupils at 96.5%. This data is still above the national average of FSM6 children which is 92.6%.</p>
5	<p>Readiness to Learn - Social and Emotional difficulties: These are negatively affecting disadvantaged pupils' readiness to learn. Our assessments, observations, safeguarding records and discussions with pupils and families have identified social and emotional issues for some pupils and lack of uptake of enrichment opportunities (only 37% of PP children currently attend extra-curricular provision). These challenges particularly affect disadvantaged pupils and impact their attainment.</p>
6	<p>Engagement & Aspirations Aspirations for children remains low in school with low uptake of the I1+ assessment. For the academic year 2023-24 year only 18% of children in Year 5 took the I1+ and with 0% pass rate. National Curriculum Tests 2024: A low number of children achieved the GDS standard for Reading, Writing and Maths. Only 11% of our PP children achieved GDS in Reading, 0% in Writing and 0% in Maths.</p>
7	<p>Our disadvantaged children have been less likely to use opportunities for extra-curricular activities as there has been a low uptake of clubs offered to all - only 37% of PP children have attended extra-curricular activities,</p>

THREE YEAR STRATEGY PLAN: 2024-2027

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 Phonics attainment among disadvantaged pupils	Phonics screening by 2026/27 show that the pass rate of the phonics screening check is at least 'in line' with the national average.
Improved Reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2026/27 show that the percentage of disadvantaged pupils who meet the expected standard is at least 'in line' with the national average of all pupils.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2026/27 show that the percentage of disadvantaged pupils who meet the expected standard is at least 'in line' with the national average.
Improved Maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2026/27 show that the percentage of disadvantaged pupils who meet the expected standard is at least 'in line' with the national average.
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: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: Attendance for FSM children to be at least 96% and being no more than 1% lower than non-FSM 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.

I. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£34,785**

Activity	Evidence that supports this approach	Supply cover
<p>Leadership PP/Attendance Lead Training and responsibilities. Supply cover 0.5 days per week.</p> <p>NPQ Leading Teacher Development - supply cover 2 hours per week.</p> <p>Admin Staff: Attendance admin tasks 1 day per week.</p>	<p>https://thegrid.org.uk/assets/hfl-education-guide-effective-pp-strategy-2023.pdf</p> <p>Maximising school budgets and making sure we get the most possible from our Pupil Premium funding.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-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>All</p> <p>4,5</p>
<p>Purchase of/subscriptions for standardised diagnostic assessments. E.g. GL and FFT along with Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3, 5, 6</p>
<p>Subscriptions. RWI Phonics/ Spelling, Kapow, Rising Stars, Jigsaw, Language Angels, and home learning e.g. IXL, TT Rockstars. purchase of sample trialling of Literacy Tree English reading and Writing Scheme</p>	<p>Supports teacher subject knowledge, lowers workload to allow for quality knowledge and skills-based learning.</p> <p>Rapid recall and practice opportunities for home learning/ Homework Club.</p>	<p>1, 2, 3</p>
<p>Continual investment in evidence based CPD Opportunities to ensure high quality teaching in every class.</p> <p>We will purchase resources and fund ongoing teacher training.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Because teaching quality can make the biggest difference to pupils' outcomes (EEF, 2021), then there should be little else that takes as much of a leader's focus in schools as improving the quality of teaching.</p>	<p>1, 2, 3, 4, 5</p>
<p>Ongoing subscriptions for Ruth Miskin RWI Phonics programme and CPD training to secure stronger phonics teaching for all pupils.</p> <p>Leadership release for Reading Leader (1 hour per week)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 3</p>

<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Maths Leadership release to embed key elements of guidance in school.</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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 4
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2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£48,816**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Staff and Learning Support Assistants. Targeted KS1 and KS2 Wave 2 Maths Interventions (White Rose Tutor), Writing and Reading interventions and SEN ISPs.	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence	1, 2, 3, 5
RWI Additional phonics 1:1 sessions targeted at disadvantaged pupils who require further phonics support. 3 afternoons per week.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 3
Purchase of Specialist Teacher Support: ABC Dyslexia and Futures in Mind Ed Psych and Speech and Language.	Futures in Mind is a leading provider of bespoke educational psychology and speech and language services to schools across Lincolnshire, Peterborough and Rutland. Services are aimed at making a positive difference to the lives of children, young people and those who support them. ABCDyslexia - identifying the need and putting in the key elements of support, advice, assessment, and structured teaching.	1, 2, 3, 5
Teaching Staff for 11+ Tuition for PP children	To aim for higher level of pass rate for PP Children.	5,6
1:1 Teaching Assistant for Behaviour and Social Emotional Support	To support regulation of behavior and well-being	5,6
Practical Resources/ stationary for intervention groups, Homework Clubs, Enrichment opportunities.	Day to day running of activities to support engagement in activities beyond the remit of the school day.	1, 2, 3, 5, 6, 7

Computer Hardware and services – Laptops, warranty and Furniture	To support disadvantaged children in homework clubs and with significant SEND needs to provide adaptations to access and be successful with their learning.	1,2,6, 7
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£19,422**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Lead. (ELSA, Early Help, family support)	https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners#:~:text=Effective%20pastoral%20care%20is%20linked,3-4	4
Jigsaw PSHE Subscription: Wellbeing	The impact of Pupil Behaviour and Wellbeing on Educational Outcomes. https://assets.publishing.service.gov.uk/media/5a747ef340f0b604dd7ae609/DFE-RR253.pdf	5,6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. TA overtime costings	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Support Staff to run Breakfast and Homework Clubs. Provisions: Milk, Snacks, Breakfast Club provisions Breakfast Club.	https://teaching.blog.gov.uk/2024/12/13/start-your-school-day-right-the-benefits-of-breakfast-clubs/	All
Clothing: Support with uniforms for PP Children	To support children's well-being and financial impact to families.	5
Educational Visits: Subsidised educational enrichment opportunities.	To support families with financial implications and to aspire to children receiving equal access to all opportunities of non-disadvantaged children.	5, 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: £103,023

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Externally provided programmes

Programme	Provider
Specialist Teacher Assessment Support	ABC Dyslexia
Educational Psychologist	Futures in Mind
SEMH and Positive Handling Training	Team Teach
SEND Specialist Support and CPD	Lincs SEND Hub
SEMH Behavioural Support and CPD	
RWI Phonics and Spelling	Ruth Miskin/ Oxford Owl

Jigsaw PSHE	Jigsaw
Kapow Curriculum Art, DT, Music, Computing	Kapow
Rising Stars/ Boost	Boost
Language Angels	Language Angels

Further information

Additional activity

- offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Keep Fit Club – keeping healthy ensures better focus and concentration
- Links with Local Grammar School KGGS – Mentoring Program 1:1 support for eight Y4 and Y5 PP children alongside KS3 pupils.
- Link with KGGS and Kings Website Atom Learning Web-based Learning (Free Access)
- Pupil Progress Meetings and target setting for all children who are not on track

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

