

St Anne's Catholic Primary School Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of Pupil Premium funding to improve the attainment and well-being of disadvantaged pupils for the academic year 2025-2026.

School Overview

Detail	Data
School	St Anne's Catholic Primary School
Number of pupils	336
Proportion (%) of Pupil Premium pupils	16% (55 pupils)
Academic year	2025-2026
Date statement published	January 2026
Date for next review	July 2026
Statement authorised by	Mr Anderson
Pupil Premium lead	Mr Anderson
Governor / Trustee lead	Mr J Casson

Part A: Statement of Intent

At St Anne's Catholic Primary School, our Pupil Premium strategy aims to ensure every disadvantaged pupil is inspired, supported, and empowered to achieve their full potential. We will:

- Provide targeted academic support in reading, writing, and mathematics.

- Enhance attendance and engagement through personalised interventions.
- Strengthen home-school partnerships to enable parents/carers to support learning.
- Promote well-being and resilience to ensure pupils thrive socially and academically.

Our approach is evidence-led, curriculum-aligned, and focused on continuous improvement, with whole-school responsibility and strong governance oversight.

Part B: Challenges

Challenge Number	Detail of Challenge
1	Lower writing attainment and recent dips in reading and maths among disadvantaged pupils.
2	Attendance concerns for a subset of Pupil Premium pupils reducing access to teaching and interventions.
3	Lower parental engagement affecting home learning support and school communication effectiveness.

Part C: Intended Outcomes

Intended Outcome	Success Criteria
1. Raise attainment and progress in writing, reading, and maths for disadvantaged pupils.	<ul style="list-style-type: none"> - Increase % of PP pupils meeting age-related expectations by the end of the academic year 2025-2026 - Termly assessments show expected or accelerated progress. - Improved quality of writing evidenced through moderation and book scrutiny.
2. Improve attendance for targeted PP pupils.	<ul style="list-style-type: none"> - Reduce persistent absence among PP pupils by at least 50%. - PP attendance within 1.5 percentage points of whole-school average. - Fewer missed intervention sessions due to absence.

3. Increase home engagement and parental support for learning.	<ul style="list-style-type: none"> - Increase parental engagement by at least 30%. - More regular home learning evidence submitted. - Positive feedback from parents/carers in surveys and case studies.
4. Sustain pupil well-being and readiness to learn.	<ul style="list-style-type: none"> - Fewer pastoral incidents affecting learning. - Pupils report feeling supported and engaged. - Timely resolution of pastoral issues.

Part D: Activity Plan for 2025-2026

Teaching (Tier 1: High-Quality Teaching)

Activity	Evidence Base	Challenge(s) Addressed
Whole-school CPD focusing on writing pedagogy, including coaching and peer observations.	EEF guidance on effective professional development and quality-first teaching.	1
Curriculum refinement for writing progression across mixed-age classes.	EEF research on curriculum coherence and assessment.	1
Investment in targeted writing resources and regular focused feedback.	EEF Toolkit: Feedback and deliberate practice.	1
Strengthen phonics delivery in EYFS and KS1 through training and fidelity checks.	EEF phonics guidance and national best practice.	1

Targeted Academic Support (Tier 2)

Activity	Evidence Base	Challenge(s) Addressed

Small-group tuition in writing, reading, and maths aligned to curriculum sequences.	EEF Small group tuition guidance.	1
Short-term intensive 1:1 tuition for pupils with greatest gaps.	EEF effective tutoring guidance.	1
Strategic deployment of trained TAs for scaffolding and guided practice.	EEF guidance on teaching assistants.	1
Structured literacy and numeracy programmes delivered over defined blocks.	EEF funded trials on literacy and numeracy.	1

Wider Strategies (Tier 3)

Activity	Evidence Base	Challenge(s) Addressed
Targeted attendance support including personalised communications, home visits, and incentives.	EEF rapid evidence review on attendance interventions.	2
Parental engagement programme with curriculum-linked communications, workshops, and family learning.	EEF parental engagement toolkit.	3
Breakfast and before-school clubs to support routines and attendance.	EEF evidence on meal provision and attendance.	2, 3
Behavioural and pastoral mentoring, counselling, and nurture sessions for targeted pupils.	EEF social and emotional learning and behaviour interventions.	2, 3
Use of tutoring attendance boost strategies to improve engagement.	EEF trial on tutoring attendance.	2, 3
Strengthen governance with termly PP reporting to governors and senior leadership monitoring.	DfE and EEF guidance on governance and accountability.	1, 2, 3

Part E: Implementation, Monitoring and Evaluation

- Headteacher responsible for operational delivery, monitoring, and reporting.

- Pupil Premium governor receives termly reports and challenges strategy/performance.
 - Termly evaluation cycles review attendance, intervention attendance, assessment outcomes, and parental engagement.
 - Use fidelity checklists and session logs for tutoring and interventions.
 - Measure impact through internal assessments, attendance data, and qualitative case studies.
 - Report outcomes annually on the school website.
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Budget Overview

- Teaching and CPD: £35,000
- Targeted Academic Support: £30,000
- Wider Strategies (attendance, parental engagement, clubs): £5,000

Sources:

- St Anne's Catholic Primary School Pupil Premium Strategy
- Education Endowment Foundation (EEF): [Small group tuition](#), [Effective tutoring](#), [Parental engagement](#), [Attendance interventions](#)
- Department for Education (DfE) Pupil Premium guidance