

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 RC Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 st September 2024
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Catherine Harrison
Pupil premium lead	Catherine Harrison
Governor / Trustee lead	Joanne Robertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£107,960

Part A: Pupil premium strategy plan

Statement of intent

Intent

At St Anne's, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

Our school is located in Pennywell, Sunderland. We are a one form entry school and educate children from 3-11 years old.

We are in the bottom 20% of most deprived areas in the country.

The LSOA in which our school is located is ranked 4318th out of 32, 844 in terms of deprivation, meaning that only 13% of areas in England have a higher deprivation. The income, employment, health, education and crime deprivation indicators are all very high.

Objectives

- ❑ Improve the quality of teaching and learning in reading and effectively implement a validated phonics programme.
- ❑ Disadvantaged pupils are supported and challenged to reach their full potential through using evidence informed strategies.

Rationale behind our objectives

- ❑ Historic phonics data indicates that children are not as secure as we would like them to be in this area. The new validation process in phonics has highlighted that our current phonics programme is not a validated one and so we need to look at a more systematic, structured programme.
- ❑ Internal reading data also shows that non PP children out perform PP children in reading.
- ❑ Internal data shows that Non PP data out performed PP data in reading, writing and maths.

Achieving these objectives

- ❑ CPD for all staff in essential letters and sounds
- ❑ CPD for all staff with SIO for literacy
- ❑ Literacy subject leader to co plan/team teach with identified staff
- ❑ Data drives the intervention timetables for all pupils
- ❑ Interventions ranges from oral language intervention (I Can Accreditation), phonics intervention (Keep up to catch up), Read Theory,1:1 tuition, Booster classes
- ❑ Free breakfast club for all disadvantaged children
- ❑ Free Music tuition for all disadvantaged children
- ❑ Free uniform for all disadvantaged children
- ❑ Free trips for all disadvantaged children
- ❑ Free pantomime tickets for all disadvantaged children
- ❑ Food parcels for all disadvantaged children

Challenges

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

Challenge number	Detail of challenge
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1	Communication and interaction: Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception.
2	SEND - Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children are being highlighted as having a barrier to learning
3	Access to wider opportunities -Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4	Internal assessments indicate that there are some gaps in reading, writing, maths and phonics among some disadvantaged pupils
5	Over reliance on adult support
6	Attendance issues. Our attendance data indicates that attendance among disadvantaged pupils is lower than for non disadvantaged pupils by 1.3%. Evidence suggests that absenteeism impacts more negatively on 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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training a teaching assistant to become a HLTA</i>	See EEF toolkit: Making best use of Teaching Assistants https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1696196480 https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture	1,2,4,5
Training all staff in behaviour management	See EEF toolkit https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1726761090	1,2,4,5
Staff Member attending middle leadership course	See EEF toolkit https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1696246976	1,2,4,5
Staff training in Healthy Heads programme	See EEF toolkit https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1726761090	1,2,4,5

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

Budgeted cost: £ 78000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish 1:1 spelling intervention for disadvantaged pupils falling behind age-related expectations	Use of new resource ELS spelling EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1,2,4,5
Establish 1:1 maths intervention for disadvantaged pupils falling behind age-related expectations	Continue to use WRM for 'bespoke' individual / small group intervention. EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1,2,4,5
Effective deployment of staff, teaching assistants and HLTA to support key children and year groups. TA in every class 2 HLTA's in KS2 2 Teachers in Year 6	' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1,2,4,5,6

To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	1,2,4,5,6
Part time TA in KS1 in the afternoons	See EEF toolkit: Making best use of Teaching Assistants https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1696196480 https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture	1,2,4,5
Part time TA in FS2 in the afternoons	See EEF toolkit: Making best use of Teaching Assistants https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1696196480 https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture	1,2,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Visits Free Breakfast club Free Uniform Free Music Tuition Waterstones Vouchers for 100% attendance	School is bottom 13% of most deprived areas in the UK. Many pupils do not have access to activities/funding which promote cultural capital.	3 ,6
School Counsellor	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1,2,3
Lunchtime Support to provide high quality games and activities to engage pupils	Nuffield research https://www.nuffieldfoundation.org/wp-content/uploads/2019/05/Final-report-School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf	3
Dojo Reward Shop	Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	3,6
Hoopstarz	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1,2,3

Total budgeted cost: £109,000

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 to 2025 academic year.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

This data indicates % for expected and above in reading, writing and maths

CPD for catch up plans and closing gaps for all pupils across the basic skills was successfully implemented. Pupils achieving 'national' at the end of KS2 was successfully met.

July 2025	Non PP	PP	National Average
GLD Met Non PP – 24 children PP – 6 children	70.8%	50%	68.3%
KS1 Phonics Non PP – 17 children PP – 12 children	100%	83.3%	80.4%
MTC out of 25 Non PP – 22 children PP – 9 children	Average Point score =24	Average Point score = 23.7	-

KS2 Sats Non PP – 19 children PP – 11 children	Non PP	PP	National Averages
Reading	94.7%	90.9%	75%
Writing	89.5%	72.7%	72%
Maths	94.7%	90.9%	74%
GPS	100%	90.9%	73%

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
TT Rockstars	Maths Circle
Read Theory	Read Theory
Year 6 Sats Bootcamp	SATS Bootcamp
Language Angels	Language Angels
Developing Experts	Developing Experts

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.