

St Anne's Catholic Primary School

Pupil Premium Strategy Statement

2025-2026



This statement details our school's use of pupil premium (and recovery premium for the 2025-2026) 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	166
Proportion (%) of pupil premium eligible pupils	67(40.4%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1 Year
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	St. Anne's Governing Body
Pupil premium lead	Debra Da Silva
Governor / Trustee lead	Will Burks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,655
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£116,655

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

At St Anne's, we have high aspirations and ambitions for all our pupils and we believe that no child should be left behind. We are proud of both, the high expectations we have of our pupils and of our determination to ensure there will be no significant gap between the progress of our disadvantaged and other pupils. It is our ambition to ensure that all our pupils are given every chance to realise their full potential through a programme of support delivered through and beyond the timetabled curriculum, exploring life and social skills pertinent to their cohort and to help equip our pupils for later life.

The School intends to continue to narrow the achievement gap between our disadvantaged and other pupils. Our rationale is informed by our own evaluative practice based currently on Key Stage data. As such, our allocation of the Pupil Premium grant is based on evidence that pupils from socially disadvantaged backgrounds:

- benefit from enhanced access to opportunities for problem solving and developing creativity;
- achieve more as a result of effective, personalised feedback both in written and spoken form;
- benefit from increased adult/pupils' ratios;
- achieve and attain as a result of personalised support rather than generalised strategy;
- benefit from explicitly being taught reflective and self-regulating skills.

Pupil premium pupils will have access to all the opportunities of non-pupil premium pupils and are supported with academic achievement, wellbeing, mental health, and enrichment activities including participating in school trips, school journey and music lessons as non-pupil premium pupils do.

It is an ultimate objective, that through the support we provide for the pupils, that they have the same opportunities to ensure they develop and achieve the expected standard and above, in line with their progress measures and in line with non-pupil premium pupils in the school.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of competency in English language due to EAL.
2	Pupils enter the school well below the expected standard for communication and language. Language skills across the school are lower for PP pupils than for non-pupil premium pupils.
3	Attainment in writing continues to be an area in which disadvantaged pupils are impacted throughout KS1 and KS2.
4	An increase in the number of pupils with SEMH needs. The emotional needs of pupils with PP across the school can present a barrier to their learning.
5	High numbers of pupils with SEND needs.
6	Limited social interactions and cultural experiences

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
Pupil premium pupils will achieve outcomes in line with non-pupil premium pupils (in line with Lambeth and national standards).	The number of disadvantaged pupils achieving the expected standard will increase in the Year 1 phonics test, Key stage 1 tests and Key stage 2 tests in phonics, grammar, reading, writing and maths, and the gap will be narrowed between pupil premium pupils and non-pupil premium pupils.
All pupils will have the same opportunities as non-pupil premium pupils. They will have access to class trips, school journeys and enrichment activities and sessions provided by the school to enhance learning and develop the whole child.	Pupil premium pupils will be able to attend the class trips and school journeys, regardless of their financial situation and they will have experienced and attended an after-school club of their choice for half a term. Pupils will not have their experiences and opportunities restricted due to financial hardship and will receive the same opportunities as non-pupil premium pupils.

Pupil premium pupils SEMH needs will be supported to ensure these are not/do not become a barrier to their learning.	Pupil premium pupils, with SEMH, will be well supported and their needs will not prevent them from achieving the expected standard and making at least expected progress. They will be happy, content and in a positive, safe place to learn and make progress. Their emotional needs will be met and will not be a barrier to learning.
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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: £ – £50,508.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO - Planning provision (reading, writing and maths)</p> <p>SENCO – Teaches a Year 1 class and plans provision and gives advice for disadvantaged pupils with SEND in KS1 and KS2.</p>	<p>Targeted disadvantaged pupils in KS1 and KS2 with SEND will make the expected progress from their starting points in reading, writing and maths in order to meet their individual targets.</p> <p>CPD provided for all staff</p> <p>Regular meetings with TAs to monitor impact of interventions.</p>	1, 2 and 3.
Attention Autism	Develop concentration and attention for pupils with ASD.	2 and 5
Speech and Language Therapist - Early identification and support from the S&L professionals.	<p>Pupils that have been identified by the teachers/SENCO as requiring additional speech and language support.</p> <p>Targeted disadvantaged pupils will overcome, or make progress towards overcoming, barriers and/or difficulties in communication.</p>	1, 2 and 3.

DeputyHead– Assessment and Data analysis.	DH will be able to analyse and monitor PP data at pupil progress meetings.	1, 2 and 3.
SENCO Inclusion.	SENCO will be able to analyse data, target pupils and coordinate provision for disadvantaged pupils.	1, 2 and 3.

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

Budgeted cost: £ – £56,461.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA PP focus support for English and maths: additional support for disadvantaged pupils below ARE in Reading, Writing and Maths in EYFS, KS1 and KS2.	The progress of disadvantaged pupils is maximised when these pupils are supported and attainment gaps between these pupils and their peers are reduced.	1, 2 and 3.
Structured interventions in the afternoons based on the needs of the pupils (PP/SEN pupils) by qualified TAs: <ul style="list-style-type: none"> • S & L interventions • Phonics interventions • Times tables groups • Target readers • ELSA • Catch up phonics- LW • Catch up reading- LW • Colourful semantics • Attention Autism • Sentence construction intervention • Maths intervention 	Pupil in EYFS are below where they are expected to be when they enter St. Anne's. Assessments in Reading, Writing and Maths have shown that there are gaps in learning for some pupils. Interventions are in place to cater for these pupils.	1, 2 and 3.

Targeted small group booster sessions in Year 6 for those pupils who require support to make better than expected progress to meet the expected standard.	Data obtained throughout Year 6 identifies pupils that require additional targeted support. Those pupils identified as at risk of not making expected standard or not making at least expected progress will be selected to receive the additional support. The groups are fluid and provide pre-learning and consolidation for those pupils that have been identified in assessments (formative and summative assessment) so these PP pupils can meet the expected standard and be in line to meet their expected progress.	1, 2 and 3.
Beanstalk readers	Reading support for targeted PP children working below the expected standard to help them make accelerated progress in reading which in turn will have an unintended impact on their writing skills.	1 and 3
Oracy intervention EYFS and KS1	Enabling pupils to develop their language skills by learning to articulate ideas, developing understanding and engaging with others.	1, 2 and 3.
Essential Writing	New writing scheme of work to enhance quality first teaching in all KS1 and KS2 classes.	1, 2 and 3.
Be Brilliant after school clubs	These sessions are run by the class teachers to enable the children to have some additional Maths and English sessions to help them work on the gaps that their understanding that they have in these subject areas.	1,2 and 3

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

Budgeted cost: £ – £9,684.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead– help for disadvantaged/SEMH pupils going through difficult life issues and experiences. Provide emotional support to those pupils that require it.</p>	<p>Pupils will be provided with advice and will be able to develop coping strategies and creative problem-solving skills. They will also be able to develop their social skills and learn to experience and express their feelings.</p> <p>Having a safe and secure space and person to speak will provide pupils with security to be able to openly speak and discuss their emotions and will provide them with strategies to deal with their emotions.</p>	4
<p>ELSA support</p>	<p>Emotional literacy support for targeted PP children to provide pupils with emotional and social skills and help them overcome possible barriers to learning.</p>	4
<p>Rainbow club</p>	<p>Emotional support for PP children who have experienced bereavement or significant loss in their lives.</p>	4
<p>FSM children going on residential trips receive financial assistance of £5 per day for the cost of meals.</p>	<p>This contributes towards diminishing inequalities between these pupils and their peers as it ensures that disadvantaged pupils can afford to access educational and end of year trips.</p>	6
<p>Book vending machine</p>	<p>Encourage disadvantaged pupils to read more actively.</p>	1 and 3.
<p>Attendance & Punctuality data analysis and weekly assemblies</p>	<p>Celebrate and encourage high attendance through Breakfast club, class attendance cups, certificates, class popcorn parties and end of term certificates and end of year prizes.</p>	6

Total budgeted cost: £ - £116,655

Part B: Review of the previous academic year

This details the impact that our pupil premium activities had on pupils in the 2024 – 25 academic year.

Year Group	Subject	All	Pupil Premium	Non Pupil Premium
	Reception - 19 Children PP 8 Non PP 11			
YR	Literacy	(13) 68%	(6) 32%	(7) 37%
	Maths	(13) 68%	(6) 32%	(7) 37%
	Year 1 – 25 children PP 6 Non PP 19			
Year 1	Reading	(20) 80%	(6) 24%	(15) 60%
	Writing	(12) 48%	(4) 16%	(9) 36%
	Maths	(14) 56%	(4) 16%	(10) 40%
	Year 2 – 26 Children PP 12 Non PP 14			
Year 2	Reading	(17) 65%	(10) 38%	(8) 31%
	Writing	(15) 58%	(9) 35%	(8) 31%
	Maths	(15) 58%	(9) 35%	(6) 23%
	Year 3 – 30 Children PP 13 Non PP 17			
Year 3	Reading	(21) 70%	(9) 30%	(11) 37%
	Writing	(13) 43%	(7) 23%	(6) 20%
	Maths	(18) 60%	(8) 27%	(10) 33%
	Year 4 – 30 Children PP 12 Non PP 18			
Year 4	Reading	(17) 57%	(8) 27%	(9) 30%
	Writing	(7) 23%	(4) 13%	(3) 10%
	Maths	(15) 50%	(7) 23%	(12) 40%
	Year 5 – 29 Children PP 12 Non PP 17			
Year 5	Reading	(16) 52%	(6) 21%	(10) 34%
	Writing	(11) 38%	(2) 7%	(7) 24%
	Maths	(14) 48%	(5) 17%	(10) 34%
	Year 6 – 39 Children PP 8 Non PP 31			
Year 6	Reading	(30) 77%		
	Writing	(24) 62%	(7) 18%	(17) 44%
	Maths	(30) 77%		

As the above data shows, the outcomes for pupils eligible for Pupil Premium were lower in 2 subjects in Reception, 3 subjects in Year 1, 2 subjects in Year 3, 2 subjects in Year 4, 3 subjects in Year 5 and one subject in Year 6.

The Pupil Premium pupils in Year 2 have higher outcomes in 3 subject areas, Year 3 pupils in 1 subject and Year 4 pupils in 1 subject.

Pupil Premium Strategy Outcomes

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
Pupil premium pupils will achieve outcomes in line with non-pupil premium pupils (in line with Lambeth and national standards).	There was an increase in pupil premium children achieving the expected standard in the Key Stage 1 tests.
All pupils will have the same opportunities as non-pupil premium pupils. They will have access to class trips, school journeys and enrichment activities and sessions provided by the school to enhance learning and develop the whole child.	The pupil premium pupils are financially supported to attend school journeys and after school clubs if needed. No children are left out during these enrichment activities
Pupil premium pupils SEMH needs will be supported to ensure these are not/do not become a barrier to their learning.	The pupil premium pupils with SEMH needs were supported by a Play Therapist for part of the year, the pastoral lead and the SENCO offered support and advice to teachers and parents/carers to help remove the barriers for learning for children in this group.

Foundation Stage Profile (FSP) Assessment performance by children entitled to free school meals (FSM) (achievement figures from St Anne's Lambeth Contextual Report, August 2025)

	St Anne's				Lambeth 2025			
	Av Learning goals per pupil	GLD	ALG	Cohort	Av Learning goals per pupil	GLD	ALG	Cohort
Eligible	13.5	64%	64%	11	14.7	74%	73%	1778
Non-eligible	13.3	75%	75%	8	12.9	59%	58%	594

- At St Anne's non FSM pupils outperformed FSM pupils.
- Average learning goals by 0.2 FSM pupils outperformed non FSM pupils in GLD BY 11%
- FSM pupils outperformed non FSM in All Learning Goals by 11%
- At St Anne's All Learning Goals and GLD was broadly in line with the Lambeth figure.

Phonics - % of pupils Working At (Wa) the expected standard by FSM status (achievement figures from St Anne's Lambeth Contextual Report, August 2025)

	St Anne's		Lambeth 2025	
	% Wa	Cohort	% Wa	Cohort
Eligible	100%	6	72%	706
Non-eligible	84%	19	84%	1,665

- At St Anne's, more FSM pupils met the expected standard than those not eligible.
- Achievement for FSM pupils at St Anne's was above the corresponding Lambeth average.

KS 2 – Attainment of disadvantaged pupils (achievement figures from St Anne's Profile, August 2025)

	Reading			Writing TA			Maths		
	School Results	Lambeth	Diff	School Results	Lambeth	Diff	School Results	Lambeth	Diff
All pupils	69%	80%	-11	62%	76%	-14	82%	77%	5
Non PP	64%	84%	-20	56%	81%	-25	76%	84%	-8
PP	79%	75%	3	71%	70%	2	93%	70%	23
Gap	-15	9		-15	11		-17	13	

- The performance of the disadvantaged pupils in reading and writing TA was well below the Lambeth average and in maths it was broadly in line with the Lambeth average for pupils not eligible for the pupil premium.
- The performance in reading and writing TA was broadly in line with the Lambeth average and in maths was above the Lambeth average for pupils eligible for the pupil premium.

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
Times Tables Rock Stars	Times Tables Rock Stars

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

Further information (optional)

<i>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.</i>
