St. Anne's R.C. Primary School

As a Catholic community, we value every single member as a unique creation made in the image of God. We work together to help everyone to realise their God-given talents and their part in God's plan. Our school is a place of peace, tolerance and fairness where we follow Christ's example of loving God and loving others. Our ultimate aim is to give our community the prospects, belief and hope that every tomorrow can be a better day.

Pupil premium strategy statement

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	186
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Adam Pierce
Pupil premium lead	Andrea O'Toole
Governor / Trustee lead	George Crewe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£2574
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*	£107,109

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's R.C. Primary School, we recognise the significant challenges faced by many of our disadvantaged pupils, particularly in relation to limited oracy skills, vocabulary gaps, social, emotional, and mental health (SEMH) needs, and the impact of high levels of deprivation within our community. This has These barriers affect pupils' ability to access the curriculum fully and achieve their potential, especially in foundational areas such as phonics, reading, writing, and wider communication skills.

1. **To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers by providing targeted, high-quality teaching and tailored support that addresses early language development, oracy, and vocabulary acquisition.**
   We will embed evidence-based approaches that build pupils' spoken language and vocabulary from the earliest stages, recognising the critical role of language in unlocking access to the whole curriculum.

2. **To foster a nurturing and inclusive school environment that supports the social, emotional, and mental health needs of all pupils, with particular attention to those facing deprivation and complex needs.**
   We will implement strategies and interventions that promote wellbeing, resilience, and positive behaviour, ensuring pupils are emotionally ready to learn and thrive. We will equip children with strategies to use in real life scenarios and long after they leave our school.

3. **To provide specialist support and differentiated approaches for disadvantaged pupils with special educational needs and disabilities (SEND), recognising the diverse and complex nature of their barriers to learning.**
   Our provision will be responsive and adaptive, ensuring that SEND pupils receive early identification, personalised interventions, and ongoing professional development for staff to meet their needs effectively.

4. **To utilise robust assessment, observation, and pupil voice to monitor progress and inform responsive teaching and intervention strategies.**
   By closely tracking attainment and engagement, we will ensure timely and effective support that accelerates progress and builds confidence. Assessments will be accurate and highlight gaps in learning in order for us to ascertain efficient, effective support early.

5. **To actively engage families and the wider community in supporting pupils' language development, wellbeing, and learning by offering accessible opportunities for participation in both school-led and externally-led development programmes and activities.**
   We will strengthen partnerships to provide resources, guidance, and opportunities that extend learning beyond the classroom. We will equip parents/carers with opportunities to build on knowledge and give them the tools to further support their children outside of school.

Through these commitments, aligned with our Catholic values of dignity, respect, and hope, we aim to create a school community where every pupil is valued, supported, and empowered to achieve their God-given potential, regardless of their background or starting point.

Challenges

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

Challenge number	Detail of challenge
1	**Oracy:** Assessments, observations, and pupil discussions reveal that many of our disadvantaged pupils exhibit limited oracy skills and gaps in vocabulary knowledge. With little or no English spoken in many homes, these pupils often begin school with significantly lower levels of language and communication. This deficit impacts their attainment across all subjects, especially in phonics, reading, and writing. At the end of Key Stage 1 in 2024-25, only 50% of disadvantaged pupils met age-related expectations in reading, compared to 56.5% of their non-disadvantaged peers, and 33.3% met expectations in writing, compared to 39.1% of non-disadvantaged pupils. These figures highlight the ongoing need for focused support in early language development to close the attainment gap
2	**SEMH**: At St Anne's R.C. Primary School, a significant number of pupils face social, emotional, and mental health (SEMH) challenges, particularly given the high levels of deprivation and the diverse backgrounds of the student body. Addressing these barriers is crucial for ensuring that all pupils can thrive academically, socially, and emotionally. The following strategies are tailored to the school's context, vision, and values, focusing on high-quality teaching, targeted academic support, and wider strategies to foster a supportive learning environment.
3	**Deprivation:** As of September 2025, our School Profile shows that Blackburn as a borough is in the top 10% most deprived in England. At St Anne's 98% of pupils fall into Bottom half of the most deprived compared to 76% LA average, 95% in the bottom 40% compared to 65% LA average, 86% in the bottom third compared to 55% LA average, 86% in the bottom 25% compared to 45% LA average, 85% in the bottom 20% compared to 42% LA average, 53% in the bottom 10% compared to 22% LA average, 46% in the bottom 5% compared to 16% LA average, **29% in bottom 1% most deprived compared to 3% LA average**. This heightened level of deprivation influences various aspects of our pupils' lives, including their living conditions, limited exposure to broader experiences, and reduced access to learning resources at home.
4	**SEND:** Over half (52%) of our disadvantaged pupils have a special educational need or disability, which presents an added challenge for this group. This contributes to a wider attainment gap between disadvantaged pupils and their non-disadvantaged peers. The diverse nature of these needs impacts their

	ability to retain information, comprehend concepts, develop language skills, and apply learning effectively across the curriculum.
5	**Writing:** Internal and external assessments, complemented by observations, indicate that writing attainment among disadvantaged pupils across the school is consistently lower than that of their non-disadvantaged peers. At the end of Key Stage 2 in 2024-25, only 53% of disadvantaged pupils achieved age-related expectations, compared to 73.3% of non-disadvantaged pupils.

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
• Enhanced oral language abilities and expanded vocabulary knowledge in disadvantaged pupils, which will subsequently have a positive effect on their reading outcomes, particularly in KS1.	**Implement Oral Language Interventions**: Integrate structured oral language activities into daily lessons to enhance pupils' speaking and listening skills. Research indicates that such interventions can lead to an average of six months' additional progress over a year. **Model Effective Communication**: Demonstrate clear and articulate speech during lessons to set a standard for pupils. This practice helps pupils internalise language structures and vocabulary. **Create a Talk-Rich Environment**: Encourage open dialogue and active participation by providing opportunities for pupils to express their ideas verbally (Think, pair, Share etc). Activities like group discussions, debates, and presentations can foster a culture of communication. **Integrate Vocabulary Development Across the Curriculum**: Embed vocabulary instruction into all subject areas, ensuring that pupils encounter and use new words in various contexts. This approach reinforces language learning and aids in retention. Build in Oracy through drama (Made for Stage). **Use Peer Assessment**: Encourage pupils to provide constructive feedback to one another, creating a collaborative and supportive learning environment. This practice not only improves oracy skills but also fosters a sense of community. **Targeted Academic Support** **Provide Small Group Interventions**: Offer focused sessions for pupils who require

	additional support in oracy and vocabulary (Ready, Steady, Listen, Talktastic, Super Talkers). Tailored interventions can address specific needs and accelerate progress.
	Implement Peer Tutoring: Pair pupils with peers who can model effective communication and provide support in language development. Peer tutoring can be particularly beneficial in diverse classrooms.
	Monitor Progress Regularly: Use formative assessments to track pupils' development in oracy and vocabulary, allowing for timely adjustments to support strategies.
	Engage Families in Language Development: Provide resources and workshops for parents to support language learning at home, recognising the role of the home environment in language acquisition.
	Foster a Love for Reading: Establish a well-resourced, welcoming, and accessible school library space that encourages pupils of all abilities, including EAL and SEND pupils, to engage with reading for pleasure.
	Encourage Extracurricular Activities: Promote clubs and events that require verbal communication, such as drama (MFS), debating, or storytelling sessions, to build confidence and language skills.
	Celebrate Linguistic Diversity: Recognise and value the different languages spoken by pupils, incorporating them into the school culture to enhance self-esteem and a sense of belonging.
At St Anne's R.C. Primary School, a significant number of pupils face social, emotional, and mental health (SEMH) challenges, particularly given the high levels of deprivation and the diverse backgrounds of the student body. Addressing these barriers is crucial for ensuring that all pupils can thrive academically, socially, and emotionally. The following strategies are tailored to the school's context, vision, and values, focusing on high-quality teaching, targeted academic support, and wider strategies to foster a supportive learning environment.	**Explicit Instruction of Social-Emotional Learning (SEL) Skills**: Integrate SEL into the curriculum by teaching skills such as self-awareness, self-regulation, social skills, relationship skills, and responsible decision-making. This approach has been shown to improve learning and child development by enhancing social and emotional skills.
	Integrate SEL into Daily Teaching Practises: Staff to be supported by the Pastoral Lead in SEL skills through everyday interactions, creating a safe and inclusive classroom environment. This can be achieved by setting clear expectations, providing consistent routines, and fostering positive relationships among pupils.
	Promote a Growth Mindset: Encourage pupils to view challenges as opportunities for growth, fostering resilience and a

	positive attitude towards learning. Following our restorative practice approach, children to become problem solvers to equip them with the skills for adulthood.
	Provide Professional Development for Staff: Offer training on SEL strategies through our Pastoral Lead as well as outside agencies (MHST, SEMH Team) to equip teachers with the skills to support pupils' emotional and social development effectively. This ensures that staff are prepared to implement SEL practises consistently across the school.
	Implement Peer Mentorship Programmes: Pair older or more experienced pupils with younger peers to provide guidance and support, promoting empathy and understanding across year levels. This approach helps build meaningful connections and fosters a sense of community within the school.
	Offer Small Group Interventions: Provide targeted SEL sessions for pupils who require additional support (ELSA, Nurture Group, Block Therapy), focusing on developing specific social and emotional skills. These interventions can be tailored to address individual needs and delivered in a supportive group setting.
	Provide Mental Health Literacy Education: Educate pupils on recognising signs of mental health concerns and knowing when and how to seek help, promoting early intervention and reducing stigma associated with mental health issues.
	Create a Supportive School Environment: Design classrooms and common areas with warmth and comfort, using calm colours and positive messages to make pupils feel welcome and safe. A positive school climate enhances pupils' emotional well-being and engagement.
	Engage Parents and the Community: Involve parents and community organisations (coffee mornings) in supporting pupils' mental health by providing resources and strategies to reinforce SEL at home and in the community, creating a comprehensive support network for pupils.
	Monitor and Evaluate SEL Implementation: Regularly assess the effectiveness of SEL strategies through feedback from pupils,

	staff, and parents, making necessary adjustments to ensure continuous improvement and responsiveness to pupils' needs.
As of September 2025, our School Profile shows that Blackburn as a borough is in the top 10% most deprived in England. At St Anne's 98% of pupils fall into Bottom half of the most deprived compared to 76% LA average, 95% in the bottom 40% compared to 65% LA average, 86% in the bottom third compared to 55% LA average, 86% in the bottom 25% compared to 45% LA average, 85% in the bottom 20% compared to 42% LA average, 53% in the bottom 10% compared to 22% LA average, 46% in the bottom 5% compared to 16% LA average, 29% in bottom 1% most deprived compared to 3% LA average. This heightened level of deprivation influences various aspects of our pupils' lives, including their living conditions, limited exposure to broader experiences, and reduced access to learning resources at home.	**Implement Mastery Learning Approaches**: Ensure all pupils, regardless of their starting points, achieve a deep understanding of the curriculum before moving on to new content. This approach has been shown to be effective in closing attainment gaps. **Enhance Phonics Instruction**: Provide systematic and explicit phonics teaching to support early reading development, particularly beneficial for EAL pupils. **Strengthen Oral Language Skills**: Incorporate structured speaking and listening activities to support language development, especially for EAL pupils. **Provide High-Quality Feedback**: Offer timely and constructive feedback to guide pupils' learning and address misconceptions promptly. **Implement Reading Recovery Programmes**: Offer intensive, one-to-one reading support for pupils struggling with literacy, aiming to accelerate their progress (Accelerated Reader). **Provide Small Group Interventions**: Utilise teaching assistants to deliver focused support in literacy (Precision Teaching, additional reading) and numeracy (Building Firm Foundations), tailored to pupils' specific needs. **Develop Social and Emotional Learning (SEL) Programmes**: Implement programmes that promote emotional well-being and resilience, addressing barriers to learning related to mental health. **Engage Families through Mentorship Programmes**: Establish mentorship initiatives to support pupils' personal development and academic progress, fostering a sense of belonging and community (LA Family Learning). **Offer Enrichment Activities**: Provide extracurricular programmes to broaden pupils' experiences and build self-esteem, such as sports, arts, and cultural activities. **Implement Attendance Incentives**: Develop strategies to improve attendance, recognising its impact on academic achievement.

	Provide Mental Health Support: Offer counselling and pastoral care services to address emotional and psychological needs, ensuring pupils are ready to learn.
	Facilitate Parental Engagement: Organise workshops and communication channels to involve parents in their children's education, enhancing learning outcomes.
Over half (52%) of our disadvantaged pupils have a special educational need or disability, which presents an added challenge for this group. This contributes to a wider attainment gap between disadvantaged pupils and their non-disadvantaged peers. The diverse nature of these needs impacts their ability to retain information, comprehend concepts, develop language skills, and apply learning effectively across the curriculum.	**Implement Explicit Instruction**: Utilise teacher-led approaches, such as well-structured explanations, modelling, and worked examples, to break down complex concepts into manageable steps. This method has been shown to be particularly effective in supporting pupils with SEND.
	Employ adaptive teaching methods: Provide temporary supports for complex tasks, such as offering writing frames, Colourful Semantics, and vocabulary guides, to assist pupils in completing tasks they cannot do independently. This approach helps in building confidence and competence.
	Utilise Flexible Grouping: Support staff in understanding how to organise pupils into temporary groups based on current learning needs, allowing for targeted support and collaborative learning opportunities. This strategy ensures that pupils receive instruction tailored to their immediate requirements.
	Integrate Technology to Support Learning: Incorporate assistive technologies, such as Widgit, to aid pupils with SEND in accessing and engaging with the curriculum more effectively.
	Provide Professional Development for Staff: Offer ongoing training to teachers and teaching assistants on effective strategies for supporting pupils with SEND, ensuring that all staff are equipped to meet diverse learning needs.
	Develop Structured Interventions for SEND Pupils: Design and deliver interventions tailored to the specific needs of pupils with SEND, focusing on areas such as language development, numeracy, and social skills.
	Monitor and Evaluate Intervention Effectiveness: Regularly assess the impact of targeted support to ensure that interventions are meeting the intended

	outcomes and adjust strategies as necessary to maximise pupil progress.
	Engage Teaching Assistants in Targeted Support: Deploy well-trained teaching assistants to deliver small group or one-to-one support, ensuring they are effectively integrated into the classroom teaching and learning process.
	Foster Parental Engagement: Work closely with parents and carers to support their children's learning, providing guidance on how they can assist with homework and reinforce learning at home (coffee mornings, meetings with SENCO).
	Enhance Social and Emotional Support: Implement programmes that promote pupils' well-being, such as ELSA and peer support groups, to address the emotional challenges that may affect learning.
	Provide Enrichment Activities: Offer extracurricular programmes that develop pupils' interests and skills (MACs), contributing to a well-rounded education and building self-esteem.
	Establish Strong Community Partnerships: Collaborate with local organisations and charities to provide additional resources and support for pupils with SEND, enhancing the school's capacity to meet diverse needs (SENDSS, MHST).
Internal and external assessments, complemented by observations, indicate that writing attainment among disadvantaged pupils across the school is consistently lower than that of their non-disadvantaged peers. At the end of Key Stage 2 in 2024-25, only 53.8% of disadvantaged pupils achieved age-related expectations, compared to 73.3% of non-disadvantaged pupils.	**Implement Explicit Instruction:** Teachers use clear, structured teaching techniques including detailed explanations, modelling, and worked examples to break down complex writing tasks into manageable steps, ensuring accessibility for all pupils.
	Apply Adaptive Teaching Approaches: Temporary scaffolds such as writing frames, Colourful Semantics, and vocabulary aids are provided to support pupils in completing challenging writing tasks independently, fostering confidence and skill development.
	Use Flexible Grouping Effectively: Support staff are trained to organise pupils into dynamic groups based on current learning needs, enabling targeted instruction and peer collaboration that respond to individual progress and challenges.
	Integrate Assistive Technology: Incorporate tools like Widgit to enhance

curriculum access and engagement for all pupils, facilitating their participation and success in writing activities.

Deliver Ongoing Professional Development:
Provide continuous training for teachers and teaching assistants focused on evidence-based strategies for supporting all pupils, ensuring staff are confident and skilled in meeting diverse needs.

Develop Targeted SEND Interventions:
Design and implement bespoke intervention programmes addressing specific needs, including language acquisition, literacy skills, and social communication, to support writing development.

Monitor and Evaluate Impact:
Regularly review the effectiveness of interventions and support strategies through data analysis and classroom observations, making timely adjustments to maximise pupil progress.

Engage Teaching Assistants in Focused Support:
Deploy well-trained teaching assistants to deliver focused small-group or one-to-one support, fully integrated into classroom teaching to reinforce learning objectives.

Promote Parental Involvement:
Foster strong partnerships with parents and carers through regular communication, workshops, and meetings (e.g., SENCO sessions, coffee mornings) to empower them in supporting their children's writing development at home.

Enhance Social and Emotional Well-being:
Implement programmes such as ELSA and peer support groups to address emotional barriers that may impact learning, helping pupils develop resilience and a positive attitude towards writing.

Offer Enrichment Opportunities:
Provide extracurricular activities (e.g., MACs) that nurture pupils' interests and skills beyond the classroom, contributing to their confidence and motivation in writing.

Build Community Partnerships:
Collaborate with local organisations and charities (e.g., SENDSS, MHST) to access additional resources and specialist support, strengthening the school's capacity to meet the varied needs of disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
• To invest further in CPD /release time for teachers/ teaching assistants to ensure they have the high quality teaching assistants to support high quality inclusive teaching	• "Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." • EEF – Deployment of Teaching Assistants • EEF – Putting Evidence into Work • EEF – Evidence Review – review of evidence on implementation in education • EEF – Understanding adaptive teaching	1, 3
• Part-fund a Deputy Headteacher specialised in SEND/CPD	• "Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." • THE EEF GUIDE TO THE PUPIL PREMIUM	1, 2, 3,
• Implementation of a revised whole-school approach to the teaching of handwriting to ensure consistency of approach. -	• "Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect	1, 2

purchase of teaching resources.	on children eligible for the Pupil Premium." • THE EEF GUIDE TO THE PUPIL PREMIUM	
• Supporting staff to undertake professional development such as NPQ's.	• EEF- Effective professional development guidance report • EEF-High Quality Teaching • EEF-Recruitment and retention of teaching staff • THE EEF GUIDE TO THE PUPIL PREMIUM	1, 2, 3, 4
• Fund release time for teachers/support staff to work with the SENCO to enhance teaching and learning so that the needs of all pupils are met	• EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND	1, 2, 3, 4, 5

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

Budgeted cost: £20,600.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Further develop the success of WELLCOMM in EYFS/KS1 to support learners in KS2	• "A range of other trusted sources may include individual EEF studies (or other experimental studies), systematic reviews or summaries of evidence, and reviews of practice. The reference lists in the Early Career Framework and National Professional Qualification Frameworks also provide a useful starting point for exploring other resources in specific areas" • EEF- Effective professional development guidance report • EEF-High Quality Teaching • EEF-Recruitment and retention of teaching staff • THE EEF GUIDE TO THE PUPIL PREMIUM • EEF Menu of Approaches	1, 2, 3
• Class TAs to support with targeted interventions across school including Speech and Language	EEF – Deployment of Teaching Assistants EEF Evidence Review – Early Language Development EEF Early Years Toolkit – Early Literacy Approaches EEF Teaching and Learning Toolkit – small group tuition	1, 2, 3, 4
• Targeted Phonics/Precision Teaching Interventions for pupils in KS1, and for those who need it in KS2	• EEF Teaching and Learning Toolkit – Phonics • EEF Teaching and Learning Toolkit – Small group tuition • EEF – phonological awareness and phonemic awareness	1, 2, 3, 4
• To further establish reading provision across the school via school library services and digital technology e.g. Reading Eggs	• EEF- Improving Literacy • The Reading House	1, 3, 4

alongside phonics in EYFS and KS1.		
• Part-fund a full time TA to be deployed to every phase to work alongside the class teacher to raise attainment.	• Small group tuition is effective." • EEF- SMALL GROUP TUITION • "There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. Here, TAs are working well alongside teachers in providing excellent supplementary learning support."	1, 2, 3, 4
• To implement an effective assessment programme to forensically analyse gaps in learning whilst maintaining teacher workload	• EEF – Closing the attainment gap • EEF Teaching and Learning Toolkit	1, 3, 4

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

Budgeted cost: £44,081.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Part fund a full-time SEMH Lead to support individuals and groups of children whose SEMH needs impact upon their learning. • The SEMH Lead will also support families with wider problems associated with living in deprivation that can impact upon a child's readiness and ability to learn.	• "With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life." • EEF- IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS • Schools know the importance and benefits of engaging parents in children's learning. The evidence supports this view, with parental engagement consistently being associated with academic success. • EEF- SUPPORTING PARENTS AND CARERS AT HOME WHAT SCHOOLS CAN DO TO HELP	1, 2, 3, 5
• Enhanced outdoor learning environment/ curriculum.	• "Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes." • EEF- Outdoor learning • Many of our learners respond well to practical approaches to learning and can be switched on by using these methods. By offering a tailored approach to learning.	1, 2, 3, 5

• Part fund school business support to further develop effective communication with our families including an additional responsibility for attendance	• "Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading." • EEF- Parental Engagement • DFE: Working Together to Improve School Attendance	2, 3, 5
• To subsidise after school clubs and trips to ensure all learners can access rich and diverse experiences away from the classroom	• EEF – Life skills & Enrichment • "Compared to pupils in the control group, those in the treatment group were more likely to select professional occupations as their future aspiration, and to report higher levels of communication, empathy, self-confidence, resilience, and happiness, after the intervention." • EEF – Children's University Project	1, 2, 3, 5
Mental health and well-being support for pupils, families and staff throughout school in-cluding training/release for in house mental health leads	• EEF Guidance Report – Improving Social and Emotional Learning in Primary Schools	

Total budgeted cost: £109,332.14

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome: Part-fund a Senior Assistant Head Teacher with 0.5 class commitment to lead on Teaching, Learning and Curriculum.

During the academic year, St Anne's R.C. Primary School experienced significant changes in its Senior Leadership Team (SLT). Responsibilities for curriculum leadership have been redistributed between two newly appointed Assistant Headteachers, with overall oversight maintained by the newly appointed Headteacher, who was previously the Senior Assistant Headteacher. This restructuring has provided fresh leadership perspectives and strengthened the focus on curriculum development and teaching quality.

Curriculum Development and Ambition

The school has introduced a new, ambitious curriculum across all foundation subjects as well as in reading and writing. This curriculum is designed to be broad, balanced, and inclusive, meeting the needs of our diverse pupil population, including a high proportion of disadvantaged pupils, pupils with English as an Additional Language (EAL), and those with Special Educational Needs and Disabilities (SEND).

Adaptive Teaching and Continuous Professional Development

A key element of the curriculum strategy is the embedding of adaptive teaching practises. These practises ensure that teaching is responsive to the varying needs of pupils, providing challenge for higher attaining pupils and effective scaffolding for those who require additional support. Adaptive teaching is a central focus of ongoing CPD for all teaching staff, fostering a culture of continuous professional growth and improving outcomes for all pupils, particularly those eligible for pupil premium funding.

It is essential to consistently embed and monitor the curriculum, making any necessary adaptations to ensure it effectively builds upon pupils' prior learning.

Intended Outcome: Implement a revised whole-school approach to the teaching of Mathematics to ensure consistency of approach. - purchase of teaching resources - purchase of further practical maths apparatus - funding one hour of leadership time per week for the Maths Lead to monitor provision and lead CPD.

White Rose Maths continues to be effectively embedded across the school curriculum, demonstrating positive progress and improved outcomes at the end of each Key Stage. The structured approach has supported pupils in developing a solid mathematical foundation, contributing to increased attainment and confidence in core mathematical skills.

Data from recent assessments indicates some improvements, particularly from 2023 compared to 2025. The year of 2024 saw a lot of transience within that particular cohort of which the children continue to be supported using the maths resources which are embedded. The use of

manipulatives, visual representations, and scaffolded learning has helped many pupils grasp complex concepts more effectively and also allows new arrivals to narrow gaps as early as possible.

Areas for Development:

While overall progress is encouraging, there remains a focus on increasing the number of Pupil Premium pupils achieving greater depth in mathematics.

Confidence and fluency in Times Tables will be a key priority for the upcoming academic year, recognising its critical role in supporting broader mathematical understanding and success.

Additional targeted interventions and resources will be deployed to support pupils who require further scaffolding and challenge, ensuring adaptive teaching meets diverse learning needs.

EYFS Maths	Pupil Premium Pupils	All other pupils in school
	100%	57.1%

It is particularly encouraging to note that our Pupil Premium children have exceeded the outcomes in mathematics compared to their non-PP peers in EYFS. This achievement reflects the effectiveness of our targeted approach in building strong foundational mathematical skills early on. By prioritising high-quality, evidence-based support and ensuring that teaching builds on what children already know, we have successfully laid the groundwork for confident, fluent mathematical understanding. This strong start is crucial in enabling our PP pupils to keep up and thrive as they progress through the curriculum.

Y4 MTC	Pupil Premium Pupils – average score	All other pupils in school
	18.7	20.6

With the use of Timetables interventions and the purchase of apps to support learning at home, the gap is beginning to close between our disadvantaged pupils and all other pupils. This is something that will be a focus over the next year.

KS2 Maths	Pupil Premium Pupils	All other pupils in school
	76.9%	93.3%

The school has invested in White Rose Infinity to provide additional support for our disadvantaged pupils, aiming to further narrow the attainment gap between them and their peers. We are committed to continuing this work throughout the year.

Intended Outcome: TA3 employed to provide targeted intervention in EYFS, KS1, EAL pupils across the school and disadvantaged individuals with specific needs. This includes the WellComm and NELI project within EYFS and Key Stage 1.

High-quality teaching remains fundamental for all pupils, regardless of their needs, and continues to be a key focus throughout the school. This is supplemented by carefully planned, evidence-based interventions delivered by a highly skilled and experienced Level 3 Teaching Assistant. The intervention programme has been reviewed and streamlined to ensure it effectively complements classroom learning. Additionally, our newly appointed, experienced Special Educational Needs Coordinator has revised the intervention framework, enabling teachers to identify and respond promptly to early support needs. School have also recruited an experienced, EYFS Lead who has made a significant impact on the EYFS department. Data below shows pupils entitled to pupil premium make a good level of development compared to that of other pupils in the school.

% of GLD in EYFS	Pupil Premium Pupils	All other pupils in school
	66.7%	47.6%

Intended Outcome: Part-fund a full time TA to be deployed to every KS1 & KS2 classroom to work alongside the class teacher to raise attainment. CPD for teachers and TAs to ensure TA impact is maximised.

Given the demographic and transient nature of St Anne's R.C. Primary School, with a high proportion of pupils eligible for Pupil Premium, a significant number of EAL learners, and a notable percentage with SEND, it is essential to have teaching assistants (TAs) present in every class. The diverse and complex needs of our pupils, many of whom come from the most deprived areas, require consistent, flexible, and skilled support to ensure all pupils can access high-quality teaching and make progress. TAs play a crucial role in providing targeted one-to-one and small group interventions, supporting pupils' academic and social-emotional needs, and helping to maintain engagement and attendance. Their presence in each classroom allows for timely, tailored support that addresses the challenges posed by pupil mobility and varying levels of need, ensuring continuity and stability in learning for all pupils

Intended Outcome: Part fund a full-time SEMH Lead to support individuals and groups of children whose SEMH needs impact upon their learning. The SEMH Lead will also support families with wider problems associated with living in deprivation that can impact upon a child's readiness and ability to learn.

The pastoral lead at St Anne's plays a vital role in supporting families and pupils across the school community. She coordinates and facilitates support through CAFs (Common Assessment Frameworks), ensuring families receive holistic assistance tailored to their needs as well as making relevant referrals to MASH, Family Support Services and Children's Social Care. Her support includes the distribution of food parcels to alleviate immediate hardship and the delivery of targeted interventions such as ELSA (Emotional Literacy Support Assistant) and Block

Therapy, which address pupils' social, emotional, and mental health (SEMH) needs. Additionally, she provides direct class support within the early years to nurture pupils' wellbeing from the outset of their education. The pastoral lead works closely with the safeguarding team, attending Child in Need (CIN) and Child Protection (CP) meetings to ensure coordinated care and protection for vulnerable pupils. She also supports teachers by offering behaviour management guidance and has delivered whole-school SEMH professional development, equipping staff with the skills to better understand and respond to pupils' emotional and behavioural needs effectively.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Limited
Reading Eggs	Blake eLearning

Service pupil premium funding

(N/A)