

St Anne's C of E (A) Primary School-Pupil premium strategy statement

This statement details St Anne's C of E (A) Primary School's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 C of E Primary (A) School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	16.09%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	C Middleton
Pupil premium lead	C Middleton
Governor / Trustee lead	K Bradford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	

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	£49,995
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Part A: Pupil premium strategy plan

Statement of intent

At St Anne's, our vision for the school underpins all that we do: "Let all that you do, be done in love" – developing the whole child spiritually, mentally, physically within a caring, Christian environment. We want to make sure that our children are not disadvantaged as a result of their socio-economic context.

St Anne's C of E Primary School is a vibrant, medium sized primary school [NOR 203) situated in Worksop. Officially in Nottinghamshire, it is on the Derbyshire/Yorkshire border. Worksop is part of the Nottinghamshire coalfields area, with areas of acute deprivation. The school has a VA constitution within the Diocese of Southwell and Nottingham.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The use of the pupil premium grant is planned and targeted to help reduce the barriers that children may face. It is integral to wider school plans for education recovery in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is a key driver, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate aims are to:

- Remove barriers to learning created by poverty, family circumstances and background.
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers 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 towards their learning and in life.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- To enjoy learning and have a positive experience of school.

Our strategy to achieve our aims lies in our commitment to overcome identified barriers by ensuring:

- We provide a programme of high quality CPD for all staff driven by the School Improvement Plan and their own personal development targets; thus ensuring all pupils access first quality teaching across the curriculum.
- Our staff work closely with the Inclusion Manager to regularly review data and provide targeted intervention whether that be 1:1/hot - spotting or small group work in a timely manner to quickly address any identified gaps in learning .
- We act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Our disadvantaged pupils are challenged in the work that they're set .
- That a proportion of funding enables all pupils to access educational trips, residential, visits and first-hand experiences.
- We provide a range of support through our school counselling service to support children with their mental health and overall social and emotional development.
- We provide targeted speech and language development to enable children to articulate their feelings/opinions in a range of situations.
- We provide a range of enrichment experiences within sports, music and arts to enable each child to develop their own characteristics and interests.
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of end of KS2 data indicated that the attainment of DP children was below that of non DP children. DP variance in numbers across the cohorts and therefore analysis needs to be considered within context of individuals. Some DP children fall into other categories within school such as SEND, EAL. Phonics, reading and writing/retention in maths: Post Covid, we observed many of our reception children and those in KS1 to have poor expressive and receptive language skills due to limited nursery experiences and as such were below or well below what is expected for their age. The LA/NHS programme for speech & language has been limited and the school feels it necessary to plug the gap as children continue to find it difficult to understand simple instructions or to answer simple questions. Their independence in communicating their needs verbally or succinctly is limited. Year on year, we are seeing more children entering our Reception

	class demonstrating needs/wants through actions rather than words. We recognise we live in a digital society and children and parents spend much more time on devices impacting on the opportunities for developing language. This in turn is a significant barrier to accessing the curriculum. Assessments show that disadvantaged pupils generally do not achieve as well in phonics and writing as their peers and this therefore negatively impacts on their development as a reader and writer. In the EYFS and in KS1, poor speech and language is also a social barrier to learning. The development of phonic decoding and spelling is a priority of the school. From very low starting points, pupils are required to master the alphabetic code by the time they leave Year 1 and be secure readers at the end of Year 2. High quality teaching and learning is required to facilitate this.
2	Social, emotional & mental health difficulties Our assessments, observations and discussions with pupils and families have identified social and emotional issues amongst children and within our PP pupils continue to be present. We continue to address the developmental gaps that occurred 4 years ago due to the school closures that led to significant knowledge gaps for some of our pupil premium children leading to pupils falling further behind age-related expectations and in some cases lacking confidence in their own ability to bring about positive change.
3	Limited cultural capital and enrichment experiences: A lack of cultural capital through limited experiences, affecting comprehension skills. Disadvantaged families at the school have a potential financial barrier in accessing enrichment opportunities that involve a cost for parents. Access to these enrichment opportunities would provide positive academic, personal and social benefits for identified pupils. In order to develop a broader knowledge and understanding of the wider-world experiences will be subsidised.
4	Parental Engagement: A significant and growing number of children and their families require pastoral care, parenting and behavior management support, for issues both inside and outside of school. The impact of the challenges they face is often visible in school and has a negative impact on achievement if not dealt with/supported.
5	The school population has increased significantly in relation to families with English as an additional language and is representative of the changing town. A number of children have English as a second language and require support to develop their primary and secondary languages equally. Some families find communication with the school difficult and we encourage them to use the 'translate' tab on the school website.

6	Attendance of identified groups is often 1-2% below that of other groups of children
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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 attainment among disadvantaged pupils in Reading, Writing and Maths	Children have been taught a well sequenced and consistent phonics and spelling programme in Early Years, Year 1 and Year 2. Where vulnerable children need to catch-up, they have received high quality intervention. The whole school approach to maths enables staff to target teach and fill gaps, reinforce learning with pupils. Fluency is encouraged through a range of interventions. Staff deployed to support the most vulnerable. Outcomes for DP children are improving year on year and by 2025 will be in line with comparable cohorts in LA. KS2 outcomes comparable to LA.
Bespoke Intervention for identified DP in S & L	Monitoring illustrates improved oral language skills and vocabulary among disadvantaged pupils. Class teachers using whole school oracy document within English planning to support language acquisition.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from pupil voice, parent and teacher surveys • A significant increase in participation of enrichment activities, particularly among disadvantaged pupils

	• providing training to support adults with gaining a clear understanding of how best to support learners with any mental health needs. • support funding of uniform for disadvantage pupils to ensure they feel equal to their peers-supporting their self-esteem and social and emotional health; • The Pastoral Care Lead has been easy to contact, and solutions to problems have been found which have helped children and families to maximise their learning experiences in school. • Half termly records from Elsa intervention and Play therapist illustrate pre/post intervention progress for individual children. • Teacher feedback illustrates an increased readiness to learn on return to class following an intervention. • DP passports in place.
To provide support for families to ensure our provision, wider offer and enrichment is available to all, leading to improved engagement for parents, particularly those of our disadvantaged pupils.	Sustained high levels of engagement will be evident through parent feedback, teacher and pupil surveys. 100% of DP are offered all subsidised trips. This will impact positively on the progress and attainment of disadvantaged pupils. Ensure that, as an inclusive school, provision is available for all. Focus this year to be given to music tuition. Disadvantaged families feel supported, as children are able to access educational visit, wider enrichment and school provision without / with reduced cost. Pupils' confidence, self-esteem and attainment is supported through access to enrichment outside of school hours. Communication is clear to EAL parents. Learning in school promotes both the native and English language development and the school has demonstrated good practice from the LA EAL network for pupils on roll.

Attendance for DP is comparable to National Outcomes for DP students.	Relationships with families illustrate that the school is both supportive and challenging. Families who persistently fail to ensure their children are in school face enforcement action. Data illustrates individual DP improvement where it has previously been identified as a concern.

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: £18,668.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher support/High Quality Teaching This will update staff training to secure high quality teaching and ensure individual staff focus on 'universal provision' within the class setting. £13,728.69	EEF: Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease.	1
To employ Speech /Language therapist to work with individuals /small groups in EYFS and KS1 with focus on spoken language and vocabulary development. £5200	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted Cost: £13,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 1:1 Reading support for pupils £366 (school led) Literacy Volunteer	EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/onetoo-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,
TA support for PP and P-LAC pupils - In the classroom, small group work and intervention programmes (including phonics catch up in KS2) £13,319	The average impact of the deployment of a TA is about four months' additional progress over the course of an academic year. Based on this, small group work in maths/english is promoted through the deployment of another adult to promote and support strategies for working memory and reduce cognitive overload through support – provision maps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,

	Proven to increase a child's progress by an additional 5 months progress, we utilise small group support with our teaching assistants to give our PLAC and pupil premium pupils regular, intensive individual support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,546.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enable all children to participate in school trips, raising self-esteem and in turn having a positive effect on attainment. £75=clubs x 31 = £2,325 £75=Trips x 31 = £2,325 50% residential = £967	After school programmes and clubs with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision. Pupils are able to access peripatetic music lessons, including the loan of an instrument from Inspire music tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	All
Empower parents to support their child's education	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5,6

Small group counselling/play therapy £6240	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Evidence suggests that behaviour interventions provide moderate improvements in academic progress. TA's are utilised on a weekly basis to deliver play therapies, such as Lego therapy, to support children or groups	1,2
To support the self-esteem and confidence of vulnerable pupils by supporting families to fund uniform. £1550 purchase of a school uniform bundle	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform and to make pupils feel included to identify as part of the school community.	2,4
To ensure pupils have the energy to begin the day and are receptive to learning. £5700	Breakfast provision https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1

Total budgeted cost: £ 46,900

Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.
<u>Pupil Mental Health & Well being</u> Bespoke programmes identified for individuals and delivered by school Elsa/or Play therapist illustrated that children had a regular opportunity to focus on their own mental health in a trusted space over defined periods of time. Half termly meetings with leaders illustrated steps children were making, so that there was a clear pathway for those children who had developed strategies and were no longer assessed as needing therapeutic intervention and those who needed to continue with additional intervention. Staff reported positively about the impact of both therapies, with children looking

forward to their sessions. For some children who may have been exhibiting a degree of dysregulation, staff reported individuals returning to lessons ready to learn.

Positively, both intervention leaders reported the the ‘expansion’ of children’s ability to use expressive language to discuss their inner feelings. In some cases, involving other agencies, it was evidenced that the support was essential and was providing a positive intervention that other agencies have not had the capacity to provide.

Outcomes for children in 2025

In KS2, outcomes for DP children in comparison to LA in reading and writing were higher than for comparable groups locally and nationally (70%60%) illustrating the impact of the additional interventions. Maths performance however was lower and remains a focus for the school and is identified in the School Improvement Plan 2024/25.

In Year 1 cohort, 75% o DP children achieved the phonics standard which was above LA average for comparable groups. The one DP child will be receiving daily phonic catch up sessions in the coming year.

100% Of Year 2 retake children achieving the phonics standard, again higher than comparable groups in the LA.

Bespoke Speech /Language Programmes

DP children were successfully screened by ‘bought in ‘speech and language’ therapist resulting in a range of bespoke language programmes being implemented for identified children. Early Years baseline is suggestive that this is a necessary intervention based on entry points into school moving forwards.

Extending Cultural Capital

All DP accessed school off site visits and residentials as outlined within their year group schedule. Staff witnessed full participation and individual conversations illustrated the links the children were making with their classroom learning as a result. In relation to the residential experience, children experienced a new location and were able to demonstrate their teamwork skills within a contrasting environment to school.

Attendance of Families

Whilst there is a gap between DP and non DP pupils in school, DP attendance outcome was higher than National for comparable groups in 2023/24 and continues to be a focus in the coming year in line with the new attendance guidelines. Improving attendance is identified in our School Improvement Plan 2024/25.

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
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Resources to support White Rose Maths	White Rose Education Ltd
Additional Monster Phonics Resources	Monster Phonics Ltd