

Pupil premium strategy statement

St Anne's Catholic Primary School, Leyland



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 Catholic Primary School Leyland
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils (Targeted FSM Sept 2026)	33.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 - 2028
Date this statement was published	September 2026
Date on which it will be reviewed	November 2028
Statement authorised by	E Darnell
Pupil premium lead	E Darnell
Governor / Trustee lead	J Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77865 (2025 – 2026)
Recovery premium funding allocation this academic year	£0
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	£77865 (2025 – 2026)

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's Catholic Primary School, we recognise that disadvantaged pupils can face a range of barriers to learning including lower attendance, gaps in prior knowledge, limited life experiences, social and emotional needs and, for some pupils, additional SEND needs. Our strategy is rooted in the belief that all children can succeed and thrive when provided with high-quality teaching, targeted support and access to a rich and ambitious curriculum.

We will focus on improving outcomes through excellent classroom teaching, early identification of barriers, carefully targeted interventions and wider support that enables pupils to fully participate in school life. Particular attention is given to pupils who are disadvantaged and have SEND, recognising the additional challenges they may face.

Our approach is informed by evidence from the Education Endowment Foundation and is driven by robust assessment of pupils' needs. We aim to ensure that disadvantaged pupils achieve well academically, attend school regularly, develop resilience and confidence, and benefit from the same opportunities and experiences as their peers.

Our key principles are:

- Every child deserves access to high-quality teaching and learning.
- Every child deserves access to a broad, ambitious and knowledge-rich curriculum.
- Every child deserves the support necessary to achieve their academic potential.
- Every child deserves opportunities to develop socially, emotionally and culturally.
- Every child deserves to feel a valued member of our school family.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Reading from the Key Stage 2 attainment for 2026 is 38% for PPG eligible pupils compared with 88% for non-eligible pupils.
2	Attainment in Writing from the Key Stage 2 attainment for 2026 is 13% for PPG eligible pupils compared with 92% for non-eligible pupils.
3	Attainment in Mathematics from the Key Stage 2 attainment for 2026 is 75% for PPG eligible pupils compared with 92% for non-eligible pupils.
4	Attendance and persistent absence remain a barrier for some disadvantaged pupils, reducing learning time, affecting progress and limiting engagement in the wider life of the school.
5	Some disadvantaged pupils experience social, emotional and mental health challenges that impact on their emotional regulation, resilience, readiness to learn and engagement in lessons.
6	Some disadvantaged pupils have had fewer opportunities to access enrichment activities, wider experiences and cultural opportunities, which can impact aspirations, confidence, vocabulary development and understanding of the wider world.

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
<i>A higher proportion of disadvantaged pupils are working at year group expectations in Reading</i>	☐ Increased proportions of disadvantaged pupils achieve age-related expectations in reading. ☐ Disadvantaged pupils make at least expected progress from their starting points. ☐ The attainment gap between disadvantaged and non-disadvantaged pupils narrows. ☐ Reading fluency, vocabulary and comprehension improve across all year groups. ☐ Pupil voice demonstrates positive attitudes towards reading and increased confidence as readers. ☐ Increased engagement with home reading, reading interventions and school library provision. ☐ Targeted reading support demonstrates measurable impact through assessment data.
<i>A higher proportion of disadvantaged pupils are working at year group</i>	☐ Increased proportions of disadvantaged pupils achieve age-related expectations in writing. ☐ Disadvantaged pupils make at least expected progress from their starting points. ☐ The attainment gap between disadvantaged and non-disadvantaged pupils narrows. ☐ Pupils use a wider and increasingly ambitious vocabulary within their writing. ☐ Improvements are evident in transcription, handwriting, sentence structure and composition. ☐ Pupils successfully apply writing skills across the wider curriculum.

<i>expectations in Writing</i>	☐ Pupil engagement and confidence in writing improve.
<i>A higher proportion of disadvantaged pupils are working at year group expectations in Mathematics</i>	☐ Increased proportions of disadvantaged pupils achieve age-related expectations in mathematics. ☐ Disadvantaged pupils make at least expected progress from their starting points. ☐ The attainment gap between disadvantaged and non-disadvantaged pupils narrows. ☐ Pupils demonstrate improved fluency in number and calculation. ☐ Pupils confidently use and understand mathematical vocabulary. ☐ Pupils successfully apply reasoning and problem-solving skills across the mathematics curriculum. ☐ Pupils engage positively with mathematical challenge and fluency programmes.
Attendance of disadvantaged pupils shows improvement with a higher proportion achieving attendance in line with school expectations.	☐ Overall attendance for disadvantaged pupils improves and moves closer to, or exceeds, the school target. ☐ Persistent absence amongst disadvantaged pupils reduces. ☐ Attendance barriers are identified early and addressed through effective family support. ☐ Families engage positively with attendance interventions and support. ☐ Improved attendance contributes to stronger attainment, progress and participation in school life.
Through the implementation of targeted SEMH support, disadvantaged pupils demonstrate improved resilience, emotional wellbeing and readiness to learn	☐ Pupils demonstrate improved emotional regulation and resilience. ☐ Wellbeing assessments evidence increased self-confidence and positive attitudes to learning. ☐ Pupil voice demonstrates pupils feel safe, supported and valued. ☐ Behaviour for learning improves and pupils engage successfully in lessons. ☐ SEMH interventions demonstrate positive impact through entry and exit assessments. ☐ Pupils develop effective strategies for managing emotions and building positive relationships.

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: £ 1340 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous professional development focused on adaptive teaching, vocabulary development, retrieval practice, metacognition and assessment. Continued engagement with CUSP professional development, Lancashire training programmes and support for ECTs to ensure high-quality teaching is consistently delivered across the school.	<u>The EEF Guide to Pupil Premium</u> The EEF Guide to the Pupil Premium identifies high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils. Evidence shows that improving the effectiveness of teaching can have a significant impact on pupil attainment and narrow attainment gaps. Professional development, instructional coaching and evidence-informed practice support teachers in meeting the needs of all learners, particularly disadvantaged pupils.	1,2,3

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

Budgeted cost: £ 13,525 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted academic support in Reading, Writing and Mathematics through timely identification of need, high-quality intervention programmes, pre-teaching of vocabulary and concepts, and structured small-group or individual support to accelerate progress and close attainment gaps.	EEF evidence indicates that small group tuition can provide up to four months of additional progress. Effective teaching assistant deployment and structured interventions are shown to have the greatest impact when closely aligned with classroom learning and delivered by trained staff.	1,2,3,

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

Budgeted cost: £ 63,000 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted pastoral support through the school's Learning Mentor to develop resilience, self-regulation, confidence and positive attitudes to learning, ensuring pupils are ready to engage successfully with school life and learning.	<u>Social and Emotional Learning</u> EEF evidence that this approach has an average impact of 4 months additional progress over a year The average cost is low	5
Provide targeted SEMH interventions including Drawing and Talking Therapy, Lego Therapy, Nurture support and other therapeutic approaches to address identified emotional and social barriers to learning.	<u>Social and Emotional Learning</u> The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life	5
Ensure all disadvantaged pupils have access to a wide range of educational visits, enrichment experiences, extra-curricular opportunities, leadership roles and wider curriculum activities that develop cultural capital, aspiration, confidence and understanding of the wider world.	Ofsted's Guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement for that all pupils have full access to broad educational experiences	6
Attendance of disadvantaged pupils is rigorously monitored by the Family Support Worker and school leaders. Families receive timely support, challenge and intervention	<u>Parental Engagement</u> EEF evidences that this approach has an average impact of 4 months additional progress over a year. The average cost is low.	4

to remove barriers to attendance and ensure pupils access the full educational offer available to them.		
---	--	--

Total budgeted cost: £ 77,025 (2025-2026)

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
English IDL	IDL
NELI	Nuffield
CUSP	Curriculum with Unity Schools Partnership

2025 – 2026 Review : KS2 8 pupils. One pupil was absent for all of the SATs.

School analysis shows a significant overlap between disadvantage and additional learning needs, including SEND and SEMH, which continues to impact attainment, attendance and engagement.

Reading

Reading outcomes for disadvantaged pupils remained below those of their peers in 2026. Key Stage 2 attainment for disadvantaged pupils was 38%, compared with 88% for non-disadvantaged pupils. Analysis identified vocabulary acquisition, reading fluency, attendance and wider language development as significant barriers for some pupils. Reading interventions and targeted support had a positive impact for individual pupils; however, the attainment gap remained significant. As a result, the next phase of the strategy will place greater emphasis on reading fluency, vocabulary development, adaptive teaching and promoting a culture of reading across the school.

Writing

Writing remained the most significant area of challenge for disadvantaged pupils in 2026. Key Stage 2 attainment for disadvantaged pupils was 13%, compared with 92% for non-

disadvantaged pupils. Assessment and work scrutiny identified weaknesses in vocabulary knowledge, sentence construction, transcription skills and confidence when writing independently. Targeted support improved engagement for many pupils but did not sufficiently accelerate attainment. Future priorities will focus on explicit vocabulary instruction, writing across the curriculum, handwriting and transcription, and high-quality classroom modelling through adaptive teaching.

Mathematics

Mathematics outcomes for disadvantaged pupils were stronger than those seen in reading and writing but remained below those of non-disadvantaged pupils. In 2026, 75% of disadvantaged pupils achieved the expected standard compared with 92% of their peers. Strengths were evident in fluency and calculation, whilst reasoning, problem-solving and mathematical vocabulary continued to present challenges for some pupils. The revised strategy will focus on maintaining strengths whilst further developing mathematical reasoning, vocabulary and confidence through quality-first teaching and targeted support.

Attendance

Attendance continued to be a significant barrier for some disadvantaged pupils throughout the strategy period. Although targeted family support and attendance monitoring secured improvements for some individuals, attendance remains below that of non-disadvantaged pupils for some disadvantaged pupils and persistent absence continues to impact learning and progress. Attendance analysis demonstrates a strong relationship between lower attendance and lower attainment. The school will continue to prioritise attendance through early identification, targeted intervention, family support and strong partnership working with parents.

SEMH

A number of disadvantaged pupils required additional support for social, emotional and mental health needs. Pastoral support, nurture provision, Drawing and Talking Therapy, Lego Therapy and Learning Mentor interventions provided valuable individual support and contributed to improved wellbeing, self-confidence and engagement for many pupils. However, SEMH needs continue to present barriers to learning for some disadvantaged pupils. The school will continue to invest in targeted SEMH provision to improve readiness to learn, resilience and positive attitudes towards education.

Cultural Capital and Wider Opportunities

Disadvantaged pupils benefited from a range of educational visits, enrichment activities and wider curriculum experiences throughout the year. Participation in these opportunities supported confidence, personal development and engagement with learning. However, school evaluation recognises that some disadvantaged pupils continue to have fewer opportunities outside school to develop cultural capital and

broader life experiences. The school will therefore continue to prioritise access to enrichment, educational visits, clubs, leadership opportunities and wider experiences to ensure all pupils can participate fully in school life.

Overall Evaluation Summary

Overall, the 2025-26 strategy had a positive impact on pupil wellbeing, engagement and access to wider opportunities. However, attainment outcomes demonstrate that disadvantaged pupils continue to experience significant barriers to success, particularly in Reading and Writing. Analysis has informed a revised strategy that prioritises high-quality inclusive teaching, attendance, vocabulary development, reading fluency, oracy, writing and targeted support for disadvantaged pupils, including those with SEND, in order to secure improved outcomes and narrow attainment gaps over the next three years