



# **St Thomas and St Anne's CE Primary School**

**Pupil premium strategy statement 2025-2028**

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	87
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Annually – December 2026
Statement authorised by	Hannah McGrath
Pupil premium lead	Hannah McGrath
Governor / Trustee lead	Geraint Phillips

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,180
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£18,180

## Part A: Pupil premium strategy plan

### Statement of intent

Here at our school, we aim for our children to have the brightest futures, each one nurtured individually to discover their unique potential. We want our children to aspire to be the best they can be and live their lives rooted in kindness, courage and respect. Our intention for our disadvantaged pupils is to achieve this aim as well as: secure key curricular subject knowledge, make good progress and achieve high attainment. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

Our pupils in receipt of Pupil Premium face specific barriers and we have used research led approaches to the allocation of PPG combined with our in-depth knowledge of our children to provide support and guidance in overcoming these barriers.

High-quality teaching is at the heart of our approach, 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

As well as high quality teaching, we place a huge importance on the social and personal development of children as without this, academic development will never be fully realised. We believe in giving children a curriculum and additional experiences that give them a thirst for more and an understanding of the value of their own education.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and behavioural difficulties and vulnerabilities among disadvantaged pupils (e.g., lower self-regulation, anxiety, reduced engagement). 15% of whole school are pupil premium; many of these exhibit socio-emotional needs that limit learning.
2	Not meeting expected standards in reading, writing and maths for some disadvantaged pupils.
3	SEND needs affecting executive functioning, processing skills and working memory (38% of disadvantaged pupils are identified as having SEND). These difficulties limit access to learning and compound academic gap.
4	Attendance and persistent absence: 20% of disadvantaged pupils are classed as persistently absent. Attending school regularly has a direct impact on children's achievement and narrowing the gaps in their knowledge.

## 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 social-emotional skills and classroom engagement for disadvantaged pupils	Pupils access learning more consistently. Evidence of increased participation in class discussion / group work. Pupils...
Improved attainment for pupils in receipt of pupil premium grant funding in reading, writing and maths.	By end of academic year: targeted disadvantaged pupils make expected or more progress in reading comprehension and fluency measures. KS2 targeted groups show improved standardised reading scores / teacher assessments.
SEND-related barriers (working memory, processing, executive functioning) are mitigated so pupils make better progress in core subjects	Pupils with SEND in receipt of targeted support make measurable progress against personalised targets (termly) and at least match the in-school progress rate for their cohort over the year. Working memory-focused interventions produce improvements in maths/attention for targeted pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Reduced persistent absence among disadvantaged pupils.

## 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: £ 4,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-staff CPD sequence on explicit teaching, Rosenshine principles, metacognition and scaffolding (termly programme + coaching cycles). Walkthrus	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supported by the <a href="#">EEF Toolkit</a> . <a href="#">EEF – Metacognition and Self-Regulated Learning</a> ; <a href="#">Improving Literacy guidance resources</a> ; <a href="#">SEND guidance report (recommend explicit instruction and metacognitive strategies)</a> — these sources recommend explicit instruction, modelling, scaffolding and metacognitive talk as effective strategies for pupils including those with SEND.	1, 2, 3
Training and review on high-quality teaching for mixed-age classes (planning for curriculum breadth, flexible grouping, use of assessment techniques and spiral curriculum, including in the EYFS)	[EEF – Improving Literacy KS2 guidance and Primary resources; EEF SEND guidance] — guidance emphasises adapting high-quality teaching for mixed-age contexts and using flexible grouping to meet needs. ( <a href="#">EEF – Improving Literacy in KS2</a> ; <a href="#">EEF – SEND guidance</a> ).	2, 3
Purchase web based programmes that can be used at home and school: <ul style="list-style-type: none"> <li>• TTRS</li> <li>• Accelerated Reader</li> <li>• Nessy</li> </ul>	Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.  Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.  <a href="#">EEF Using Digital Technology to Improve Learning</a>	2, 3
Purchase of subscriptions to high quality schemes of work -Literacy Tree Scheme of Work, Scarf PSHE Scheme of	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. <i>Teachers should have deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent</i>	1, 2, 3

Work, Grammarasaurus	<i>dependencies. They should have an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach.( EEF, 2020)</i> <a href="#">EEF Great Teaching Toolkit</a>	
Purchase of standardised diagnostic NTS assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	2
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3

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

Budgeted cost: £ 24,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group or 1:1 sessions led by experienced TAs based on teacher directed structured interventions in reading, writing, maths and emotional and social wellbeing.	Regular additional sessions in to be used to support, pre-teach, consolidate and address misconceptions and support pupils in 'closing the gap'. This approach has been used successfully previously and is supported by evidence from other schools and EEF in having a positive impact on learners.	1, 2, 3
Talk Boost programme delivered by trained TAs to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2, 3

	when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
An ELSA trained member of staff will be deployed to work with identified pupils with a focus on improving their social and emotional needs.	There is extensive evidence associating childhood <a href="#">social and emotional skills</a> with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1

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

Budgeted cost: £ 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on relational behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Pastoral mentoring and nurture provision (key adult, small group social skills) informed by Boxall Profiling	[EEF – SEL guidance and EEF SEND guidance emphasise positive relationships, nurture and targeted MH/SEMH support for vulnerable pupils]. ( <a href="#">EEF – SEL guidance</a> ).	1
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

and persistent absence.		
-------------------------	--	--

**Total budgeted cost: £ 30, 325**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a school we assess pupils using standardised tests and other assessments including:

- NTS standardised assessments
- GAPS standardised assessments
- Accelerated Reader reading data
- Teacher assessments.

Outcomes:

- Of the children who received pupil premium during the academic year 204-25:
  - 80% made expected or better than expected progress in Reading
  - 70% made expected progress or better in Writing
  - 70% made expected progress or better in mathematics.
- 80% of disadvantaged pupils received support from our Emotional Literacy Support Assistant or benefited from emotional and wellbeing support from a TA.
- Attendance of pupil premium children was on average 89.5% and this will be an area of focus next year.

### 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
Bug Club Phonics	Pearson Education
Bug Club Rapid Phonics (KS2)	Pearson Education
Accelerated Reader	Renaissance Learning
Times Table Rock Stars	Maths Circle
Ed Shed	Education Shed Ltd
Nessy	Nessy Learning

