

St Anne's Infants' Pupil Premium Strategy Statement



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 outcomes for disadvantaged pupils last year

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | YN – Y2: 184 YR – Y2: 151 |
| Proportion (%) of pupil premium eligible pupils | YN – Y2: 26.1% (48 pupils) YR – Y2: 21.9% (33 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2026/2027 |
| Date this statement was published | 31 December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Anna Sutherland |
| Pupil premium lead | Anna Sutherland |
| Governor / Trustee lead | Kia Brown |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £54,540 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £54,540 |

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's Infants' School, our intention is that all pupils, no matter what their background, starting point or ongoing challenges faced, make good progress and achieve well. The focus of our pupil premium strategy is to enable disadvantaged pupils, whether they are in receipt of funding or not, to reach this goal and meet age-related expectations by the time they leave the school so they are well-prepared for the next stage in their education.

We believe the basis for this is to value and respect each pupil as an individual, enabling them to develop a sense of self-belief. By fostering their growth mindset, we develop their resilience and adventurous spirit thereby raising their aspirations to strive for their goals.

To quote Marc Rowland (PP expert for the EEF), 'the attainment gap is the experience gap'. Through access to a full curriculum, we foster children's creativity and curiosity, engaging them in a variety of experiences, developing their skills and broadening their knowledge of the world around them.

Hamre and Pianta's 2005 research demonstrated that in classrooms with the most effective teachers, pupils from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds. As such, the focus of our strategy is on improving the quality of classroom teaching; developing staff to be able to accurately assess pupils' learning, identify and close gaps and provide appropriate challenge to ensure progress.

Whilst we are aware of common challenges that can be faced by disadvantaged pupils, it is imperative that each one is viewed as an individual. This is particularly important given our relatively low numbers of disadvantaged pupils, although we are seeing a year on year increase. We take a holistic approach to identify their personal strengths and, where applicable, barriers to learning; observing and talking to the children, meeting with parents and carrying out diagnostic assessment. We are subsequently able to address barriers by identifying and implementing appropriately matched provision.

Our strategy is integral to our School Development Plan and the approaches we have adopted complement each other to help our pupils 'reach for the stars.'

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | 78% of pupils eligible for PP funding in 24/25 have had or currently have exposure to adverse childhood experiences. These are wide ranging and for some individuals, multiple and complex. As such, their impact on children's progress is varied; it can affect punctuality, attendance, parents' ability to support learning at home, children's social, emotional and mental health, executive function etc. |
| 2 | Whilst attendance data for pupils eligible for PP funding has improved in recent years, there is still a gap between their attendance and that of those not in receipt of funding. Additionally, the rate of persistent absenteeism for disadvantaged pupils |

| | |
|---|---|
| | is significantly higher than that of non-disadvantaged pupils. Issues around punctuality also affect 20% of the cohort in 24/25. |
| 3 | 24/25 Baseline data for children eligible for PP in Reception shows that no children were working at ARE in reading and maths, with a considerable proportion (reading: 55%, maths: 45%) working well below ARE. Whilst 1 child was working at ARE in writing, 73% were working well below. This is impacted by the fact that none of the children were working at ARE in communication and language with 36% working well below. |
| 4 | <p>KS1 data shows that children eligible for PP in Year 1 have significant gaps in attainment in comparison to their peers in reading, writing and maths but that there are also a greater proportion of children working well below ARE in reading than the other areas.</p> <p>In Year 2, the most significant attainment gap between disadvantaged pupils and their peers is in maths. However, the proportion of these pupils working well below in maths is in line with their peers. The highest proportion of children working well below ARE is in reading.</p> |

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 | | | | | | | | | | | | |
|---|---|----------------|-----------|----------------|-----------------------|------|--------|---------------------------------|-----|------|---|-----|------|
| Disadvantaged pupils at the end of Reception will have a solid foundation within the prime areas of learning so that they are able to access and sustain engagement in the KS1 curriculum | <p>Attainment in Personal, Social and Emotional Development and Communication and Language is in line with their peers.</p> <p><u>24/25 Attainment gap</u></p> <table border="1"> <thead> <tr> <th></th> <th>September</th> <th>July</th> </tr> </thead> <tbody> <tr> <td>PSED</td> <td>33%</td> <td>9%</td> </tr> <tr> <td>CL</td> <td>53%</td> <td>14%</td> </tr> </tbody> </table> | | September | July | PSED | 33% | 9% | CL | 53% | 14% | | | |
| | September | July | | | | | | | | | | | |
| PSED | 33% | 9% | | | | | | | | | | | |
| CL | 53% | 14% | | | | | | | | | | | |
| Disadvantaged pupils will have consistently strong attendance and punctuality. | <p>Attendance for disadvantaged pupils is 96%, in line with the school target.</p> <p>Lateness does not disproportionately affect disadvantaged pupils.</p> <p><u>24/25 Attendance data for disadvantaged pupils</u></p> <table border="1"> <thead> <tr> <th></th> <th>July</th> <th>+/- from 23/24</th> </tr> </thead> <tbody> <tr> <td>Attendance gap</td> <td>3.8%</td> <td>+0.09%</td> </tr> <tr> <td>% of PA eligible for FSM</td> <td>57%</td> <td>-14%</td> </tr> <tr> <td>% of pupils monitored for punctuality eligible for FSM</td> <td>60%</td> <td>-10%</td> </tr> </tbody> </table> | | July | +/- from 23/24 | Attendance gap | 3.8% | +0.09% | % of PA eligible for FSM | 57% | -14% | % of pupils monitored for punctuality eligible for FSM | 60% | -10% |
| | July | +/- from 23/24 | | | | | | | | | | | |
| Attendance gap | 3.8% | +0.09% | | | | | | | | | | | |
| % of PA eligible for FSM | 57% | -14% | | | | | | | | | | | |
| % of pupils monitored for punctuality eligible for FSM | 60% | -10% | | | | | | | | | | | |

| <p>Raised attainment in reading, writing and maths for disadvantaged pupils in KS1 ensures they are ready for the next stage in their education.</p> | <p>The attainment gap between disadvantaged and non-disadvantaged pupils reduces over KS1.</p> <p>The proportion of disadvantaged pupils working well below ARE in reading is in line with their peers.</p> <p><u>24/25 Attainment gap</u></p> <table border="1"> <thead> <tr> <th></th> <th>Start of KS1</th> <th>End of KS1</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>28%</td> </tr> <tr> <td>Maths</td> <td>15%</td> <td>26%</td> </tr> </tbody> </table> <p>24/25 working well below gap in reading: 3% from 22% in 23/24</p> | | Start of KS1 | End of KS1 | Reading | 14% | 19% | Writing | 12% | 28% | Maths | 15% | 26% |
|--|---|------------|--------------|------------|----------------|-----|-----|----------------|-----|-----|--------------|-----|-----|
| | Start of KS1 | End of KS1 | | | | | | | | | | | |
| Reading | 14% | 19% | | | | | | | | | | | |
| Writing | 12% | 28% | | | | | | | | | | | |
| Maths | 15% | 26% | | | | | | | | | | | |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Implementation of teacher-TA agreement to support effective deployment of LSAs in the classroom. | Strategic deployment of Teaching Assistants is important to ensuring that priority pupils are supported. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1, 3, 4 |
| CPD on adaptive teaching including Ambition Institute's Adaptive Teaching: Train the Trainer | Provide opportunity for all pupils to experience success by adapting lessons, whilst maintain high expectations for all, so that all pupils have the opportunity to meet expectations. Understanding Adaptive Teaching | 3, 4 |

Targeted academic support

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1:1 and small group tutoring | 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 (EEF). | 3, 4 |
| Bristol Early Language Project and use of the Wellcom Language screener in EYFS. Interventions to develop speech and language | There is an extensive evidence base (EEF) to show that oral language interventions have a very high impact on pupil outcomes. We have trained LSAs delivering 1:1 speech and language programmes, Word Aware, Colourful Semantics. | 3, 4 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Family and Learning Mentor including delivery of The Nurturing Programme to parents (0.3) | EEF found that parental engagement has a moderate impact based on strong evidence. Further guidance is published in Working with parents It also found that developing social and emotional learning strategies had a positive impact not only on social interactions and behaviour but aspects of early literacy and numeracy. We are engaging in research carried out by University of Bath on the programme Hamish and Milo | 1, 2 |
| Funded breakfast club places | EEF evidence of Magic Breakfast Project showed a positive impact for younger pupils | 1, 2 |
| Funded places in enrichment activities | In 2020, the DfE published an evaluation of the Essential Life Skills programme - a project aimed to improve access to extra-curricular activities for pupils aged 5-18 in disadvantaged areas. According to the evaluation, confidence, resilience, team working/building relationships and social and emotional skills were the most common outcomes. Participants were also more organised and committed - skills that | 2 |

| | | |
|--|---|-----|
| | families reported were lacking before - and schools reported positive changes in pupil behaviour, attendance and aspirations. | |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | Daniel Sobel, Narrowing the Attainment Gap: 'Lateness and absence are symptomatic of all attainment gaps...FSM students are twice as likely to be persistent absentees...find out exactly why they are late or absent'. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 2 |
| Contingency fund for acute issues. | Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g. provision of food, transport, uniform | All |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS and key stage 1 performance data, phonics check results and our own internal assessments.

Attainment of disadvantaged pupils September 2024 and July 2025

Reception (11 pupils)

| | Working well below ARE | | Working towards ARE | | Working at ARE | | % of non-disad. pupils at ARE |
|----------------|------------------------|---------|---------------------|---------|----------------|---------|-------------------------------|
| | Sept 24 | July 25 | Sept 24 | July 25 | Sept 24 | July 25 | |
| PSED | 20% | 0% | 60% | 27% | 20% | 73% | 82% |
| CL | 40% | 18% | 60% | 18% | 0% | 64% | 78% |
| PD | 20% | 18% | 30% | 9% | 50% | 73% | 86% |
| Reading | 60% | 64% | 40% | 9% | 0% | 27% | 49% |
| Writing | 70% | 36% | 20% | 36% | 10% | 27% | 35% |
| Maths | 50% | 27% | 50% | 36% | 0% | 36% | 59% |

GLD

PP: 36%

Non-PP: 69%

Year 1 (8 pupils)

| | Working well below ARE | | Working towards ARE | | Working at ARE | | % of non-disad. pupils at ARE |
|----------------|------------------------|---------|---------------------|---------|----------------|---------|-------------------------------|
| | Sept 24 | July 25 | Sept 24 | July 25 | Sept 24 | July 25 | July 25 |
| Reading | 63% | 51% | 13% | 25% | 25% | 25% | 77% |
| Writing | 63% | 51% | 13% | 38% | 25% | 13% | 62% |
| Maths | 50% | 26% | 25% | 50% | 25% | 25% | 74% |

Phonics screening

PP: 50%

Non-PP: 82%

Year 2 (12 pupils)

| | Working well below ARE | | Working towards ARE | | Working at ARE | | % of non-disad. pupils at ARE |
|----------------|------------------------|---------|---------------------|---------|----------------|---------|-------------------------------|
| | Sept 24 | July 25 | Sept 24 | July 25 | Sept 24 | July 25 | July 25 |
| Reading | 25% | 17% | 25% | 25% | 50% | 58% | 77% |
| Writing | 17% | 17% | 50% | 50% | 33% | 33% | 61% |
| Maths | 8% | 17% | 58% | 25% | 33% | 58% | 84% |

Phonics screening

PP: 92%

Non-PP: 91%

Attendance

PP: 91.6%

All: 95.4%