



Pupil Premium Strategy Statement

September 2023 - July 2026

Updated Nov 2025

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
School name	St Anne Line Catholic Infant School & Nursery
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	2023-2024 13.8% (25 Pupils) 2024-2025 11% (19 Pupils) 2025-2026 11% (18 Pupils funded on 19 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Melanie Clayton
Pupil premium lead	Claire Warren
Governor / Trustee lead	Paul Norris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555 - Apr 23 - Mar 24 £32,560 - Sept 24 £28785 - Nov 25
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	Sept 2023 - Aug 2024 £2,283.75 There is no longer recovery premium (2024)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Additional PP funding for LAC	£1,090 - 2024/2025 £1,115 - 2025-2026



Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year - n/a</i>	£32,838.75 - 2023/2024 £33,650 - 2024/2025 £28785 - 2025/2026
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Part A: Pupil Premium Strategy Plan

Statement of intent

At St Anne Line Catholic Infant School & Nursery we ensure that our pupil premium strategy covers a range of initiatives to support families and children so that no child is at risk of underachieving. We recognise that due to the circumstances of families in our school community, some disadvantaged pupils may not be eligible to receive the pupil premium funding. Disadvantaged children will be included in this strategy plan along with disadvantaged and Pupil Premium children who are high attainers.

We have designed an engaging enquiry curriculum which is delivered through high-quality, research led teaching to spark curiosity and motivation in our learners. In addition to termly curriculum enrichment we offer rich cultural experiences throughout the year, as we recognise that many disadvantaged and pupil premium children do not have these experiences outside of school. These events can be subsidised on a case by case basis.

As with every child in our care, a disadvantaged child or a child who is in receipt of pupil premium is valued, respected and entitled to develop to their full potential. Following high-quality first teaching and rigorous assessment, small group or 1:1 interventions are delivered by trained learning support staff and our expert teachers.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. Our highly experienced learning mentor provides support to families and children along with nurturing staff who are dedicated to supporting all learners. We identify pupils eligible for pupil premium funding early by asking all parents to complete a form annually. During Nursery and Reception home visits and at KS1 parents consultations in the autumn term, teachers seek to find out more about the families of children in their class, so we can best offer support. Following a referral from teachers to the learning mentor, she will engage with families to identify what support may be required for their child and the family.

We have breakfast and after-school wrap-around care, run by school staff. A mixed-age family service at lunchtime is run by school staff, which allows disadvantaged and pupil premium children to experience sitting at a dining table, developing their independence and enhancing their speech and language skills. A wide range of after-school activity clubs are also run by teachers and learning support staff offering further enrichment such as athletics, crafting, and cooking. Some of our wrap-around care, activity clubs and school visits can also be subsidised for disadvantaged and pupil premium children on a case by case basis.

Our ultimate goal is to create an inclusive and supportive learning environment which develops the whole child so every child is ready to learn, can thrive and succeed.



Challenges

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

Challenge number	Detail of challenge
1	<p>Punctuality & Attendance</p> <p>The punctuality and attendance of pupils in receipt of pupil premium is below that of peers leading to missed learning.</p> <p>In 2024-2025, 11% of Pupil Premium pupils were 'persistently absent' compared to 7% of their peers during that period. So far in 2025-2026 (Sept to Nov), 17% of Pupil Premium pupils were 'persistently absent' compared to 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting Pupil Premium pupils' progress.</p>
2	<p>Reading Outcomes</p> <p>There are pupils in receipt of pupil premium who do not make expected progress.</p> <p>2023-2024 - 71% achieved ARE+ (compared to 80% non-PPG) 2024-2025 - 70% achieved ARE+ (compared to 85% non-PPG)</p> <p>On average 30% of PPG children do not achieve ARE+ by the end of KS1.</p> <p>On entry to Reception class this year 2025-2026, 75% of our Pupil Premium pupils arrived below age-related expectations in Word Reading compared to 52% of other pupils.</p>
3	<p>Pastoral</p> <p>Pupils' emotional well-being, social and behavioural needs are affecting readiness to learn.</p> <p>Teacher referrals for support remain relatively high. 21 pupils (5 of whom are Pupil Premium - 24%) currently require additional support with social and emotional needs, and all receive small group interventions and continued pastoral support.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2026)** and how we will measure whether they have been achieved.



Intended outcome	Success criteria
The attendance and punctuality will meet national targets.	Attendance 95% or above (in line with government target) Narrow the gap between PP pupils attendance and non-PP pupils attendance.
Improvement in reading outcomes.	PP children will make good progress from starting points and achieve their personal reading target. Ambitious targets for the KS1 Phonic Screening Check are outlined below, based upon recent national averages and predicting increases over the next 3 years. 80% of PP children will have passed the phonic screening test in year 1. 80% of PP children will have passed the phonic screening test in year 2
Increased engagement in learning and improved academic outcomes.	-Triangulated evidence through teacher observations, book looks and pupil voice will demonstrate increased engagement with learning. -80 % of PP children will achieve Age Related Expectations for Reading, Writing and Mathematics.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2025/2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,283.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training for teachers and support staff	EEF Ofsted Phonics review/update	2

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

Budgeted cost: £ 16,761



Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led small phonics groups	<p>EEF 2021</p> <p><i>“Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</i></p> <p>EEF 2022 - Professor Becky Francis</p> <p><i>“The research is clear – done well, and aligned to high quality teaching, tutoring can be hugely successful in accelerating progress for struggling learners. It is also one of the best evidenced interventions we have to support disadvantaged pupils’ attainment.”</i></p>	2,3
<p>Learning support assistant interventions</p> <ul style="list-style-type: none"> ● Before school phonics sessions ● reading comprehension ● extended reading (Greater Depth) ● maths ● colourful semantics (S&L) ● gym trail ● zones of regulation ● forest school ● musical communication (S&L) 	<p>EEF 2021</p> <p><i>“Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.”</i></p>	2,3

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

Budgeted cost: £ 13,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor and School Chaplain employment & training</p> <ul style="list-style-type: none"> ● time to talk 	<p>EEF 2021</p> <p><i>“Parental engagement approaches are typically delivered over the course of an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.”</i></p>	1,3



<ul style="list-style-type: none"> ● lego therapy ● colour monster ● zones of regulation ● rainbows (bereavement) ● supporting families 	Hattie 2008	
<p>Home learning support</p> <ul style="list-style-type: none"> ● Phonics Packs ● Maths Packs ● RWI virtual classrooms 	<p>EEF 2021</p> <p><i>“The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment.”</i></p>	2
<p>Learning outside the classroom</p> <ul style="list-style-type: none"> ● forest school ● after school activity clubs subsidised ● curriculum enrichment (offsite visits & onsite experiences from external agencies) subsidised 	<p>Dillon & Lovell, Natural England 2022</p> <p><i>“regular compulsory school- and curriculum-based outdoor education programmes, such as Forest School, are linked with more positive social competencies such as self-esteem, self-confidence, trusting relationships, and sense of belonging”</i></p> <p><i>“There is some evidence that the most deprived children would appear to stand to gain the most, in terms of cognitive functioning.”</i></p>	1,3
<p>Attendance officer</p> <ul style="list-style-type: none"> ● meetings with families, SLT and attendance officer ● fines issued for persistent absence ● engagement with county council for training and support for policy creation 	<p>DFE 2023</p> <p><i>“Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn’t perform as well.”</i></p>	1

Total budgeted cost: £ 33,650



Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

The table below shows the school assessment data of disadvantaged pupils in the academic year 2024-2025.

From the academic year 2023/2024 the DFE no longer collects the end of KS1 Data. This table shows the internal data for children receiving the PPG.

End of KS1 Data		
	% of pupils achieving ARE	% of PPG pupils achieving ARE
Reading	86%	70%
Writing	86%	70%
Maths	93%	90%

ARE= Age Related Expectations

Attendance Data:

Present in school 93.44%

Authorised absence 4.41%

Unauthorised absence 2.15%

Assessment of pupil premium strategy plan 2024-2025

Below are the objectives and a review and how successfully they were met.

To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school & develop links with families to provide ongoing support.

The Learning mentor has continued to provide support by referring families to appropriate services. She has worked with PPG children identified as needing well being support, running time to talk sessions. There has been an introduction of the letterbox club books along with Phonics packs being sent home which contain flashcards, advice and books. Online access to phonic videos and e-books have also been provided alongside a PSC workshop and reception phonics workshop. All materials are also available to all parents on the school website.

Highly trained support staff provide targeted interventions for pupils.



See below for phonic interventions. A 'maths masters' intervention club has run this year, this has targeted PPG and the lowest 20% pupils in maths to provide targeted support. Colourful semantics and fine motor skills interventions have supported pupils with their writing. 1:1 phonics/reading sessions for all PPG pupils have continued this year also.

Phonics Booster sessions

The early morning phonic booster intervention has continued this academic year following success in previous years. 9 PPG children took the phonic screening check in June 2025. 8 of these children passed. 8 children were identified as not being on track at various points throughout the year. All the identified children had Early Morning Booster sessions and/or 1:1 RWI tuition to provide targeted support to 'keep up' not 'catch up'.

Supplementing curriculum enrichment, school visits and offsite learning.

This has continued this year with the children attending the Pantomime, the Lion King Theatre production in London, Mountfitchett Castle, Colchester Zoo and all of the on site curriculum enrichment events.

Supplementing breakfast and afterschool clubs to aid inclusion and support the child's well-being.

This continues to be ongoing on a case-by-case basis, we make PPG parents aware of this option, not all take it up.

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