



Pupil Premium Strategy Statement

Created: Autumn 2026

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 academic year.

School overview

Detail	Data
School name	St Anne Line Catholic Infant School & Nursery
Number of pupils in school	180 259 (including Nursery children)
Proportion (%) of pupil premium eligible pupils	2024-2025 11% (19 Pupils) 2025-2026 11% (18 Pupils + 1 in alt prov) 2026-2027 10% (17 pupils + 1 in alt prov)
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)	2025/2026 2026-2027 2027-2028
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Melanie Clayton
Pupil premium lead	Claire Warren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23250
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£23250



Part A: Pupil premium strategy plan

Statement of intent

At St Anne Line Catholic Infant School and Nursery, our ultimate objective is that every disadvantaged pupil, including pupils eligible for Pupil Premium, makes strong progress from their individual starting point, achieves well academically and develops the knowledge, skills, confidence and character they need to thrive.

We want disadvantaged pupils to:

- Read fluently and confidently, with strong language and vocabulary foundations.
- Develop secure writing and mathematical knowledge and fluency so that they are well prepared for the next stage of their education.
- Make strong progress from their individual starting points, including pupils who are high attaining.
- Develop the confidence, independence, resilience and social skills needed to be ready to learn and participate fully in school life.
- Have access to the wider cultural, enrichment and leadership experiences that support their personal development, regardless of family circumstances.
- Have their pastoral, social, emotional and family needs identified and supported early, so that barriers to learning do not become entrenched.
- Leave Year 2 with the strong foundations, knowledge and positive attitudes to learning needed for a successful transition to KS2.

We recognise that disadvantage is not always synonymous with Pupil Premium eligibility. Some children in our community may experience barriers to learning or wider disadvantage without meeting the eligibility criteria. Our strategy therefore responds to identified needs rather than funding status alone.

How does our current Pupil Premium strategy plan work towards achieving these objectives?

Our strategy is built around the principle that high-quality teaching is the most important lever for improving outcomes. We therefore prioritise excellent classroom teaching, supported by accurate assessment, early identification of gaps and targeted intervention where required.

Our approach combines academic, pastoral and wider strategies:

- High-quality teaching: A carefully sequenced, engaging and research-informed curriculum builds strong foundations in reading, writing, mathematics, language and knowledge.
- Targeted academic support: Assessment is used to identify gaps early. Trained teachers and learning support staff provide targeted small-group or 1:1 support where this is the most appropriate response.
- Early identification and transition: We identify barriers and gaps as early as possible, including through Nursery and Reception home visits, parent discussions, assessment and close tracking of pupils who may require additional support.
- Language and reading development: Given the linguistic diversity of our community, we place particular emphasis on vocabulary, oracy, phonics, reading fluency and comprehension.



- Pastoral and family support: Our learning mentor works with pupils and families to identify and address barriers which may affect attendance, wellbeing, readiness to learn or engagement.
- Wider opportunities: We provide cultural experiences, curriculum enrichment, clubs, visits and leadership opportunities so that disadvantage does not limit a child's access to experiences that broaden their understanding of the world.
- Removing practical barriers: Breakfast and after-school provision, lunchtime family service and appropriate subsidies for visits, clubs and activities help ensure that financial circumstances do not prevent pupils from participating fully in school life.
- High expectations for all: Disadvantaged pupils, including those who are higher attaining, are challenged appropriately and are not defined by their disadvantage or funding category.

What are the key principles of our strategy plan?

Our strategy is underpinned by the following principles:

1. High expectations for every child

Disadvantage is not a reason for lower expectations. We believe every pupil can achieve highly when barriers are identified and the right support is provided.

2. Quality first

High-quality teaching is the foundation of our strategy. Intervention complements strong classroom teaching rather than replacing it.

3. Early identification and action

We identify gaps and barriers as early as possible and respond before they become embedded. This is particularly important for pupils entering Year 1 and Year 2 with gaps in language, early learning or foundational knowledge.

4. Know the child, not just the data

Assessment information is considered alongside knowledge of each child's circumstances, strengths, needs and starting points. We work closely with families to understand the barriers affecting individual pupils.

5. Respond to need, not labels

Our provision is not limited to pupils who attract Pupil Premium funding. Where a child experiences disadvantage or a barrier to learning, we consider what support they need.

6. The whole child

Academic achievement is important, but so are wellbeing, confidence, relationships, independence, attendance, enrichment and belonging. Our Catholic ethos means that every child is valued, respected and supported to develop their God-given potential.

7. Evidence and impact

We use assessment, monitoring and pupil progress information to evaluate whether provision is making a difference. Support is adapted, strengthened or stopped according to its impact.

Our ultimate aim is to ensure that disadvantage does not determine a child's future. Through strong teaching, early intervention, family support, enrichment and high expectations, we want every pupil to be ready to learn, able to thrive and equipped to succeed.



Challenges

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

Challenge number	Detail of challenge
1 Language and Communication	73% of pupils across the school speak English as an additional language, and some disadvantaged pupils have gaps in vocabulary, oracy and language comprehension. These can affect access to the curriculum, reading comprehension and writing.
2 Gaps in early learning and foundational knowledge	Some disadvantaged pupils enter Reception or Year 1 with gaps in communication, literacy, mathematics and wider early learning. Particular attention is given to pupils who do not achieve GLD, as gaps can persist into KS1 without timely identification and support. We are tracking these pupils carefully from Reception through Year 1 and into Year 2 to ensure early gaps are addressed. 3 out of 7 PPG children did not achieve GLD in 2025-2026. 3 out of 5 PPG children are at risk of not achieving GLD in 2026-27 projections based on baseline assessments.
3 SEND and overlapping need	Some disadvantaged pupils have SEND alongside other barriers, including language and communication needs. These overlapping needs can affect progress and require carefully adapted teaching, targeted provision and close monitoring.
4 Wider barriers to learning and family circumstances	Some disadvantaged families experience financial, social or practical barriers which can affect attendance, engagement, readiness to learn, access to enrichment and participation in school life. Mobility within the community can also mean that some pupils have experienced disrupted or different educational experiences.
5 Attainment and Progress	Our disadvantaged and Pupil Premium pupils make good progress from their individual starting points. However, our ambition is for all disadvantaged pupils to achieve the expected standard, with pupils who have the potential to attain greater depth being appropriately challenged. 100% of PPG children passed their PSC in 2025-2026 4 out of 7 PPG children are projected to pass their PSC in 2026-2027

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 and progress in reading, writing and mathematics	Disadvantaged and Pupil Premium pupils make strong progress from their individual starting points, with an increasing proportion achieving the expected standard in reading, writing and mathematics and .									
		Reading PP	Reading Non-PP	Diff	Writing PP	Writing Non-PP	Diff	Maths PP	Maths Non-PP	Diff
	SALI 2025 10 PP 50 Non PP	70%	90%	-20%	70%	90%	-20%	90%	94%	-4%
	SALI 2026 6 PP 53 Non PP	83%	81%	2%	83%	77%	6%	67%	83%	-16%



	The PP gap has been eliminated in reading and writing. A gap remains in mathematics, although cohort size is small with only 2/6 not achieving and one is on the SEND register. PP pupils continue to achieve strongly despite the small cohort size. Targeted support has had a positive impact on PP pupils' reading and writing outcomes. We aim for this to continue through the use of targeted teaching, rigorous assessment, timely interventions and quality first teaching. 100% of PPG children passed PSC in 2026 compared with 83% of non-PPG.
Stronger language, vocabulary and communication	Disadvantaged pupils, particularly those with EAL, demonstrate improved vocabulary, oral language and comprehension. Assessment, tracking, pupil voice and work scrutiny show that pupils increasingly use new vocabulary independently and can articulate their ideas confidently.
Early identification and closing of foundational gaps	Pupils who enter Reception or Year 1 with gaps, including those who did not achieve GLD, are identified quickly and receive appropriate support. Tracking demonstrates that these pupils make accelerated progress towards age-related expectations. 2026 - 71% achieved GLD. 4/7 PPG pupils achieved GLD. 2027 - projected data indicates that 83% of pupils will achieve GLD.
Improved outcomes for disadvantaged pupils with SEND.	Pupils with SEND and overlapping needs make strong progress from their individual starting points. Provision is closely matched to need, with assessment demonstrating that targeted support is having an impact on reading, writing, mathematics, communication and independence.
Increased engagement, wellbeing and access to opportunities	Disadvantaged pupils have equitable access to enrichment, clubs, visits, leadership and wider cultural experiences. This will be carefully tracked and monitored. Attendance, engagement and participation are also monitored, with barriers identified and addressed promptly.
Sustained partnership with families	Families experiencing barriers are identified early and offered appropriate support. Engagement with school increases, and families are able to access practical, pastoral and educational support that helps their children to learn and thrive.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 1913

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training for teachers and support staff	EEF Ofsted Phonics review/update	5
The Educational Psychology Service Maths Intervention (EPS MI)	EEF/NCETM	5
Oracy, language, EAL training and CPD	EEF	1



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

Budgeted cost: £ 3555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led small phonics groups	EEF 2021 <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> EEF 2022 – Professor Becky Francis <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>	1,2,5
Learning support assistant interventions 1. Before school phonics sessions 2. Reading comprehension 3. Extended reading (Greater Depth) 4. Writing clubs with teachers (Word Warriors & Creative Writing Club) 5. Future Voices (oracy club) 6. Maths (TA Hub) 7. Colourful semantics (S&L) 8. Gym trail 9. Zones of regulation 10. Forest school 11. Musical communication (S&L) 10. Language Links/Little Links	EEF 2021 <i>"Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact."</i> <i>"A reading intervention, for example, is likely to have far greater impact if it addresses the particular barrier to reading faced by a child (phonics, comprehension, fluency, motivation, etc.), rather than focusing on reading 'in general'."</i> <i>"Small Group and One-to-One Tuition: Generally adds about 4 to 5 months of additional progress over an academic year, particularly effective for literacy and numeracy catch-up."</i> <i>"Teaching Assistant (TA) Interventions: Structured, explicit interventions delivered by TAs yield roughly 3 to 4 months of extra progress, provided TAs receive specific</i>	1,2,3,5



	training (e.g., 5–30 hours) and deliver brief, regular sessions (20–50 minutes, 3–5 times a week)." EEF 2021	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor and School Chaplain employment & training • time to talk • lego therapy • colour monster • zones of regulation • rainbows (bereavement) • supporting families • Drawing and Talking	EEF 2021 <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> Hattie 2008	1,3,4
Home learning support • Phonics Packs • Maths Packs • RWI virtual classrooms	EEF 2021 <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>	2,4,5
Learning outside the classroom 1 forest school 2 after school activity clubs subsidised 3 curriculum enrichment (offsite visits & onsite experiences from external agencies) subsidised	Dillon & Lovell, Natural England 2022 <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> <i>"There is some evidence that the most deprived children would appear to stand to gain the most, in terms of cognitive functioning."</i>	1,4,5

Total budgeted cost: £ 23,250



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of disadvantaged pupils – 2025–2026

Our evaluation draws on statutory assessment data, school assessment, pupil progress meetings, attendance, pastoral records, work scrutiny and monitoring.

Overall, disadvantaged pupils make good progress from their individual starting points and achieve well. The strongest evidence of impact is in phonics, reading and writing:

- *Phonics: 100% of PPG pupils achieved the expected standard, compared with 88% of non-PPG pupils.*
- *KS1 Reading: 83% of PPG pupils achieved ARE+, compared with 81% of non-PPG pupils.*
- *KS1 Writing: 83% of PPG pupils achieved ARE+, compared with 77% of non-PPG pupils.*
- *KS1 Maths: 67% of PPG pupils achieved ARE+, compared with 83% of non-PPG pupils. This remains our key attainment gap, although the cohort is very small so we are mindful of the data and the overlapping needs of pupils (6 pupils).*

At EYFS, 50% of disadvantaged pupils achieved GLD, 71% as a whole achieved GLD. The small cohort of six pupils and the complexity of individual needs mean this data requires careful interpretation. We are particularly focused on tracking pupils who do not achieve GLD into Year 1 to ensure gaps do not become embedded.

Wider barriers

Disadvantage often overlaps with SEND, EAL and language needs. EAL pupils achieve well overall, but writing remains a particular area of focus. Pupils with SEND make strong progress from their starting points, although attainment remains lower because of the complexity of need. Attendance, wellbeing and family circumstances are monitored alongside attainment so that barriers are identified and addressed early. Our attendance data is above the national average.

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. Word Warriors and Creative Writing



Club also targets children who are at risk of not achieving ARE at the end of the year. 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. Language Links has been used to build on children's vocabulary, language acquisition and communication needs. We are now using Educational Psychology Service Maths Intervention (EPS MI) and White Rose TA Hub to close the attainment gap and carefully monitor children's progress.

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. 100% of PPG children achieved in 2026. 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, Aladdin, Mountfitchett Castle, Colchester Zoo and all of the on site curriculum enrichment events. Rock Steady has been a new addition, as well as Future Voices Club which is solely for PPG children who we have identified need extra support in oracy.

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. We track children's engagement for the clubs we offer.

Are we on track?

Yes – overall we are on track to achieve our intended outcomes. The strategy is having the greatest impact where high-quality teaching, accurate assessment and targeted support work together.

Our next priorities are to:

- Monitor the mathematics gap by rigorous tracking for current cohort;
- improve writing, vocabulary and language, particularly for SEND and EAL pupils;
- closely track pupils who did not achieve GLD;
- maintain high expectations and challenge disadvantaged pupils towards greater depth;
- continue to monitor attendance, wellbeing and wider barriers.

Overall: Disadvantaged pupils are making good progress and achieving well. Our focus is now on ensuring that every disadvantaged pupil achieves their full potential, rather than simply narrowing gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.



Programme	Provider
Music	Rock Steady
Speech & Language Links	Speech Link Multimedia Ltd
Educational Psychology Service Maths Intervention (EPS MI)	Essex County Council

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.