



## Pupil premium strategy statement – December 2025



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	Our Lady & St Anne's Catholic Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	51.9%
Academic year/years that our current pupil premium strategy plan	2024/2025 2025/2026 2026/2027
Date this statement was written	December 2024
Date this statement was updated	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	S Henzell
Pupil premium lead	K Milligan
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,165 (Based on 111 pupils x £1515)
Early Years Pupil Premium allocation	£ 6007.50 (based on 11 pupils)
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£173,727

### Statement of intent

In Our Lady and St Anne's Catholic Primary, we want the best teaching, opportunities and support for every child. We are a small, one form entry primary school, situated in an area where the level of social deprivation is high. Our children join the school from many local nurseries including our own school nursery. The proportion of children who are eligible for pupil premium funding is well above the national average of 24.6%. The proportion of children who come from minority ethnic groups is high, including those who do not have English as their first language. We also have more children than the national average who are on the Special Educational Needs register.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, as well as research generated by the EEF. Our intention is that all pupils make good progress and achieve their full potential across all subject areas. We strive for all of our children to achieve, however, some of our children encounter barriers to their learning. Common barriers to learning for disadvantaged children include: less support at home, English as an additional language, lack of confidence, limited aspirations, attendance and punctuality issues. In recent years, we also have also had an increasing number of children with frequent behaviour difficulties, who need extra nurturing and encouragement in school in order to achieve their full potential. The challenges are varied and we see each child's circumstances as individual. As a school team we ensure that we collectively gain a deeper understanding of barriers faced by our pupils. Extensive knowledge of our children and their circumstances ensures we provide the best support for our children.

Our ultimate objectives are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils, ensuring we are closely monitoring our persistent disadvantaged children to ensure appropriate interventions are implemented.
- To boost the communication and language skills of all pupils. To provide EEF supported interventions within school to boost communication and support the higher percentage of children in school with speech and language barriers.
- To improve our reading curriculum to ensure the children develop a love of reading and our general reading results improve.
- To ensure fidelity to our phonics teaching to ensure consistency throughout school.
- To support our pupil's health and wellbeing to ensure they are equipped to access their learning.
- To raise aspirations across the school by increasing pupil experiences, broaden their thinking and develop imaginations by bringing the curriculum to life.
- To offer support to those families who are challenged by hardship, SEMH issues or other barrier which prevent them from providing their children with the opportunities to flourish in school.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Providing high quality teaching which meets the needs of all pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, also benefits the non-disadvantaged pupils in our school.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable or disadvantaged groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Provide additional teaching and learning opportunities provided through trained TA's or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to challenge the more able children as well as those who need support.
- Providing opportunities for the children to benefit from real life experiences and broaden their cultural capital. Support payments for activities, educational visits and residentials, ensuring children are able to make links between experiences and their classroom learning.
- Behaviour and SEMH support for those children who continue to struggle with their emotions in school.
- Employing a family support worker to ensuring regular and purposeful communication with our most vulnerable families.

The range of provision the Governors consider making for our pupil premium pupils include and would not be limited to:

- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and beyond.
- Additional teaching and learning opportunities provided through trained TAs or external agencies.
- Behaviour and nurture support by providing bespoke activities to engage and enhance learning.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Pay for uniform, activities, educational visits and residentials.

## Challenges

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

Challenge number	Detail of challenge
1	Reading across the school is an area in which we have been developing. We have introduced a new approach to whole class reading sessions in school to ensure that all children despite their barriers are exposed to relevant and age appropriate texts. We have also focused on reviewing our early reading in school with an emphasis on ensuring all staff have the relevant training and expertise needed to run Read Write Inc phonics grouping, 1:1 reading tuition and fresh start interventions in school.
2	Children presenting with Social, Emotional and Mental health issues. These findings have also been supported by national studies. Disruptive behaviour, interaction with peers, independence and adjusting back into routines are some of the areas in which the children have struggled. Vulnerable pupils and families with social and emotional issues have been identified.
3	Some of our disadvantaged pupils do not have the same experiences as their peers. This can then cause the children to be behind in terms of their vocabulary development, imagination skills, aspirations for the future and life experiences.
4	Parent participation in school events and parent support for home activities, can at times, be limited. In the past, parent workshops have been poorly attended. With a high percentage of children and parents having English as an additional language, correspondence between school and home are not always effective and mis communication can occur.
5	Attendance rates have improved over recent years however we have a high proportion of our disadvantaged pupils who struggle with punctuality and are persistently late.
6	Low attainment on entry to the Early Years Foundation stage and an increasing number of EY's children who enter school presenting with difficulties or with additional support already in place.

## 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
To narrow the gap between the lowest achievers and the highest achievers in all areas of the curriculum.	<p>That the gap between lowest and highest achievers is narrowed. We can measure this by;</p> <ul style="list-style-type: none"> <li>Analysing the data from termly data drops.</li> <li>Termly pupil progress meetings.</li> <li>An increase in those children achieving or exceeding the national average.</li> <li>Less children at WTS.</li> </ul> <p>All children accessing the same curriculum</p>

Improved reading attainment among disadvantaged pupils especially in focus cohorts.	<p>All children make progress in reading with attainment figures improving. We can measure this through;</p> <ul style="list-style-type: none"> <li>Analysing the data from half/termly data drops.</li> <li>Termly pupil progress meetings.</li> <li>Regular CPD opportunities.</li> <li>Disadvantaged pupils close the gap on the non- disadvantaged pupils.</li> <li>An increase in those children achieving or exceeding the national average.</li> <li>Investment in RWI training and resources.</li> </ul>
To provide more enrichment opportunities and classroom activities which challenge the more able students within school.	<p>Those children who have the potential to achieve GDS, do so. We can measure this by;</p> <ul style="list-style-type: none"> <li>Analysing the data from termly data drops.</li> <li>Termly pupil progress meetings.</li> <li>Increased number of enrichment opportunities provided.</li> </ul>
To achieve and sustain improved wellbeing, behaviour and mental health for all pupils in our school particularly our most vulnerable children.	<p>The children in our school are happy and enthusiastic learners. They apply themselves to their full potential and embrace opportunities provided by the school. We can measure this by;</p> <ul style="list-style-type: none"> <li>Pupil/ Parent questionnaires collected.</li> <li>Pupil discussions held by junior leaders groups/Governors.</li> <li>Pupil Progress meeting discussions.</li> <li>Reduced number of behaviour/SEMH incidents recorded on CPOMS.</li> </ul>
To improve parent participation and engagement with school activities, homework and extra-curricular activities.	<p>Parents feel comfortable supporting their children at home, they feel supported by school and receive regular communication and updates about their children. We can measure this using;</p> <ul style="list-style-type: none"> <li>Parent questionnaires</li> <li>Parent meetings</li> <li>Homework records</li> <li>Keeping attendance to events in school e.g. curriculum workshops</li> </ul>
To use transition information, early identification and classroom adaptations to ensure that Early Years pupils receive appropriate additional support as quickly as possible. Children assessed and interventions implemented as quickly as possible to give EY's pupils the best start.	<ul style="list-style-type: none"> <li>Children who need additional support are identified early and appropriate support is provided as quickly as possible.</li> <li>Staff attend home/ nursery visits to gather information before entry.</li> <li>Data collection form capture all relevant information.</li> <li>Discussions with out side agencies who have been working with particular children Specialist skills of outside agencies e.g. SENDOS,</li> </ul>

	SEMH team are requested and fully utilised in school.
To provide bespoke learning opportunities for those children who cannot access their year group curriculum. Provide opportunities for these children to build on their individual strengths and interests whilst developing the fundamental skills needed to attend and succeed in school.	<ul style="list-style-type: none"> <li>• All children in school will make progress despite their starting points.</li> <li>• All children enjoy learning and feel supported in school.</li> </ul>

### 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

Budgeted cost: £144, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards support staff's salaries including HLTAs, SENTAs, TAs.  £130,000	In the EEF document, Making Best Use of Teaching Assistants, it claims that expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools. The recommendations in their guidance recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources such as deployment of Teaching Assistants.	1,2, 5 & 7
To recruit a Teaching Assistant apprentice to work throughout school.  £8,000 Contribution	As the size of a teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive the more progress a child will make. The EEF suggest that school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom in order to truly support the needs of the children.	1,2, 5 & 7
CPD opportunities provided for all staff.  <ul style="list-style-type: none"> <li>• RWI portal.</li> <li>• LA training</li> <li>• Trust opportunities</li> <li>• Elkan training</li> <li>• CCRS</li> </ul> £2500	The EEF document Effective Professional Development states that supporting high quality teaching is pivotal in improving children's outcomes. Their research indicates that high quality teaching can narrow the disadvantage gap. They also suggest that schools must Recognise the time constraints faced by teachers and adapt professional development accordingly and should critically assess how a PD programme will fit in with the school routine.	1, 4&5

<p>To provide a bespoke curriculum for those children who cannot access their year group curriculum.</p> <p>HLTA &amp; SENTA to support group of children each morning</p> <p>£6000</p>	<p>The EEF Special educational needs in mainstream schools document states; pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. At the end of primary school, the attainment gap between pupils with identified SEND and their peers has been, on average, more than twice as wide as the gap between pupils eligible for FSM and their peers for several years. An inclusive school removes all barriers to learning and participation, provides an education that is appropriate to pupils' needs and promotes high standards for the fulfilment of potential for all pupils. Schools should promote positive relationships, active engagement, and wellbeing for all pupils.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Staffing costs included above £28,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Interventions throughout school based on the termly needs identified in Pupil progress meetings.</p> <p>e.g. Talk Boost EYFS, KS1 &amp; KS2. RWI 1:1 tuition.</p> <p>£3000</p>	<p>According to the EEF Teaching toolkit, small group tuition has an average impact of four months' additional progress over the course of a year. They state that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	1,2 & 5
<p>Targeted homework support in the form of workbooks provided to those children in Year 5 &amp; 6 in preparation of the SATs.</p> <p>£600</p>	<p>The EEF states that the average impact of homework is positive. Pupils eligible for free school meals typically receive additional benefits from homework. In the most effective examples homework was an integral part of learning, rather than an add-on.</p>	1, 3, 4
<p>Year 6 after school SATs preparation and catch up tuition.</p> <p>£1000</p>	<p>Again, as the EEF research suggests, small targeted group work is an effective way for the children to catch up. The Year 6 teacher is leading a team of staff to plan, deliver and assess whole class sessions which are tailored to the needs of individual groups. Sessions will alternate weekly between a maths and English focus.</p>	1,2&5

<p>RWI refresh for all staff. RWI trainers working directly with staff in school and use of online portal for CPD opportunities. RWI resources updated and refreshed to ensure consistency in phonics teaching.</p> <p>New resources e.g. Online portal, spellings and handwriting schemes purchased to ensure fidelity to the scheme.</p> <p>£6000</p>	<p>The EEF and DfE advise that fidelity to a program requires proper staff training, ongoing professional development, and the use of data to ensure the program works for all students. According to the EEF a phonics program used with fidelity ensures that all letter-sound relationships are taught in a clear, pre-planned, and logical sequence. Fidelity means using decodable reading books and resources that are precisely matched to the specific sounds the children have been taught, so they can apply their knowledge successfully.</p>	1,3, 6
<p>Nurture support systems: -</p> <p>Rainbows support group (2 trained SLT members)</p> <p>Educational Psychologist £ 9,000</p> <p>Counsellor- The Road Centre £6000</p> <p>Lunchtime nurture groups</p>	<p>All staff are involved in monitoring and supporting pupil well-being throughout school. This is achieved through the analysis of pupil progress meetings, parent communication and observing peer interaction. This information is then given to our SENCO and PHSE lead who then communicates with the relevant agencies. Those believed to need additional support do so through the involvement of our family support worker or through various external agencies who offer support through counselling services, 1:1 support or group sessions.</p> <p>In addition, lunchtime well-being groups are established and delivered by a trained member of the teaching team. Support groups such as Rainbows, check ins, Lego therapy, drawing therapy etc are provided on a daily/weekly basis to support children in school.</p> <p>School Counsellor is in school weekly as well as additional sessions from RISE.</p>	2, 3, 5,
<p>Tapestry Learning Platform</p> <p>£1000</p>	<p>We use Tapestry in EYFS and Year 1 to help engage parents in communication. Observations and photographs are shared with parents to encourage the back and forth of information and to share experiences. It is also used for a smooth transition into year 1.</p>	4,6

### Wider strategies

Budgeted cost: £ 30,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To buy in a family support worker, twice weekly, to ensure that our vulnerable families have regular communication and support to hand if needed. Family support worker also used to support attendance concerns.</p> <p>£9000</p>	<p>EEF – working with parents to support children’s learning suggests that Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from their Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>3,4 &amp; 6</p>
<p>To supplement government funding to provide Breakfast Club facilities free of charge for all families.</p> <p>£4000</p>	<p>Research shows hungry children do not perform as well. All children in school are now offered free breakfast club provision. We also find that at OLSA, breakfast club provision supports both the attendance and punctuality of our pupils and allows regulation support for those children who need this at the start of the day. It also sets the children up with the best start to the day as we know the children have been fed and are ready to face their learning.</p>	<p>3, 4, 5</p>
<p>Clennell enhanced SLA</p> <p>£3500</p>	<p>Contribution towards safeguarding support, counselling and attendance support. Annual safeguarding training for all staff. Behaviour management support, physical intervention support.</p>	<p>3 &amp; 6</p>
<p>To provide enrichment opportunities to all classes and residential trips for KS2 pupils to support SEMH and raise aspirations.</p> <p>To provide parent/child workshops.</p> <p>£5000</p>	<p>Although there’s no statutory requirement for schools to provide enrichment opportunities, it’s encouraged by the Department for Education. Ofsted’s inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research shows All children benefit from enrichment, but especially more able pupils as it allows them to look at subjects in more depth, and give them opportunities to explore and use their imagination. As well as children from disadvantaged backgrounds who benefit from experiences and activities that they may not get out of school.</p>	<p>3,4,5</p>
<p>Newcastle Music service</p> <p>£3645</p>	<p>A specialist Music teacher who works with all children in school. Children are exposed to and learn to play a range of instruments, have singing sessions and music lessons based on Charanga. The children also benefit from an optional lunch time club.</p>	<p>3</p>
<p>Specialist French teacher</p> <p>£5000</p>	<p>KS2 children have input from a specialist teacher who delivers French sessions on a weekly basis. This also allows staff CPD as team teaching is encouraged as well as observations of specialist practice.</p>	<p>3</p>

**Total budgeted cost - £203,245**

**Part B: Review of outcomes in the previous academic year**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

As always, the majority of our allocated Pupil Premium money was spent on staffing to ensure that we have sufficient support across school. Year on year, the number of children who are presenting with either SEND or SEMH needs is increasing and we as a school, use our Pupil Premium money to ensure that we have staff in school to support all children despite their barriers. We use some of our funding to provide continuous professional development opportunities to all staff to ensure that they are equipped with the skills, expertise and confidence needed for their day to day roles.

We also used some of our Pupil Premium money to set up 'The Nest' which offers children who are not reaching their curriculum expectations, a bespoke curriculum which removes barriers to learning, provides an education that is appropriate to pupils' needs, and promotes the fulfilment of potential for all pupils. This room has already proven invaluable in school and has been well received by both staff, the pupils and their parents.

Strategies to support parents and increase parental involvement have also proven successful. Breakfast club is well received and we have had an increase in participation from families. Parental workshops have amplified in school with each class holding 3 curriculum workshops across the year, as well as, an increase in bespoke workshops from outside agencies such as RISE or the Wellbeing Hub, which are tailored to specific areas or themes to ensure parents feel supported in school both.

The Pupil Premium funding was also spent on enrichment opportunities such as residential, ICT resources and pupil workshops. These resources were used this year as a way of nurturing children and raising pupil aspirations. In school we want to extend our children's experiences by exposing them to different career opportunities, taking them to different environments and inspiring them to have high aspirations for their futures. Over the course of the year we were able to send groups of children; on able and talented writing and maths events at a different school; on residential trips to the Youth Village; as well as sending all of the children to the pantomime at Christmas.

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	