Pupil premium strategy statement- 2025-2027

St Anne's RC Primary School, Audenshaw

This statement details our school's use of pupil premium (for the 2025 academic year) 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	St Anne's RC Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	September 2025 (2 Years)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2027
Statement authorised by	S Clarke (HT) Mrs Maureen Daly (CoG)
Pupil premium lead	S Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75, 750
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75, 750

St Anne's 2025 disadvantaged - Pupil Outcomes (including attendance data)

Early Years Foundation Stage (EYFS) Good Level of Development (GLD)

Pupils reaching expected development in 12 early learning goals

	All pupils	SEND support	SEND EHCP	Disadvantaged	EAL
No. of children	21/30	0/4	0/2	1/4	7/10
GLD %	70%	0%	0%	25%	70%

ELG	CLL	PSED	PD	Literacy	Maths	UtW	EA&D
% achieving expected level of development	93%	86%	86%	83%	97%	100%	100%

PHONICS

Pupils are counted as achieving the standard in Y1 and by the end of Y2

	All pupils	SEND support	SEND EHCP	Disadvantaged	EAL
Phonics Yr1 %	79%	100%	0%	62.5%	82%
No. of children	23/29	4/4	0/4	5/8	9/11
Phonics Yr 2 resit %	43%	25%	0%	33%	0%
No. of children	3/7	1/4	0/3	1/3	0/2

Key Stage 1

EXS+ = achieving expected standard or above; GDS = achieving greater depth standard

Year 2 SATS	All pupils	SEND support	SEND EHCP	Disadvantaged	EAL
No. of children	30	6	3	5	3
Reading EXS+	67%	17%	0%	40%	67%
Reading GDS	27%	0%	0%	20%	33%
Writing EXS+	67%	17%	0%	40%	67%
Writing GDS	10%	0%	0%	0%	0%
Maths EXS+	80%	17%	0%	60%	67%
Maths GDS	23%	0%	0%	20%	0%
RWM EXS+	67%	17%	0%	40%	67%
RWM GDS	7%	0%	0%	0%	0%

Multiplication Tables Check (Year 4)

*****There is no expected standard in the multiplication tables check, but higher scores indicate greater proficiency in fluently recalling multiplication tables.*

Year 4 MTC	All pupils	SEND support	SEND EHCP	Disadvantaged	EAL
No. of children to score 25	27/30	7/9	0/1	5/6	5/6
	90%	78%	0%	83%	83%
Any particular Times Table currently an issue? 7, 8 & 9 are proving to be the most difficult to grasp again. (2-12 x tables tested)					

Key Stage 2

Writing is teacher assessed only. In reading, GPS and Maths EXS+ = scaled score of 100+; GDS = 110+
RWM = Reading, writing and maths combined. GPS = Grammar, punctuation and spelling.

	All pupils	SEND support	SEND EHCP	Disadvantaged	EAL
No. of children	29	5	1	7	4
Reading EXS+	**97%**	**80%**	**100%**	**100%**	**75%**
Reading GDS	**55%**	**60%**	**100%**	**38%**	**0%**
Writing EXS+	**72%**	**80%**	**100%**	**66%**	**50%**
Writing GDS	**17%**	**20%**	**100%**	**13%**	**0%**
GPS EXS+	**93%**	**80%**	**100%**	**91%**	**50%**
GPS GDS	**66%**	**60%**	**100%**	**50%**	**0%**
Maths EXS+	**93%**	**80%**	**100%**	**91%**	**50%**
Maths GDS	**48%**	**80%**	**100%**	**38%**	**25%**
RWM EXS+	**72%**	**80%**	**100%**	**67%**	**50%**
RWM GDS	**14%**	**20%**	**100%**	**13%**	**0%**

2025 Pupil Premium attendance data

		All pupils	PP Pupils	PP national average
2024-2025	**Overall attendance**	**96.3%**	**94.7%**	**93.1%**
	Persistent Absence	**6.2%**	**7.5%**	**6.6%**

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Safeguarding, mental health & emotional barriers to learning
2	Poor speech and Language on entry to EYFS
3	Persistent Absence

4	Low starting points on entry to EYFS
5	Limited cultural, educational experiences including extra-curricular activities

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 clearly identify the barriers that PP children face to learning as quickly as possible and target intervention and support from the earliest opportunity	Staff have a clear, shared understanding of the main barriers PP in this context face Gaps between PP/Non-PP narrow over time Pupils & Parent voice reflects that PP children feel included. Able to access learning and a sense of belonging
For Persistent Absence of PP pupils be at least (if not lower) that PP pupils nationally	Overall Persistent Absence of PP pupils to be in line with non-pp at 6.2 (national average for PP is 6.6%)
To narrow the attainment gap between PP and non PP by the end of Reception	1. To reduce the attainment gap in EY from 2025 2. For PP attainment in EY to remain above with national PP attainment in EY 3. For PP children in EY to achieve at least as well as non-PP nationally.
To provide a broad range of opportunities and cultural capital needed to prepare PP pupils for future success	For a continued pursuit for 80% engagement in wider curricular opportunities provided by the school
To ensure that safeguarding, mental health and social and emotional issues are not barriers to learning and achievement for PP pupils	To have identified and supported any PP pupils with social and emotional barriers to learning and achievement at the earliest opportunity and ensure targeted intervention.
To secure the foundational knowledge and skills in early education (including reading) to enable PP children to fully access the curriculum	**1.** Children demonstrate secure phonological knowledge reflected **in strong PSC outcomes <79% PSC (Y1)** **2.** Above 90% Y1 children reading above phase 5 **3.** 75% Pupils achieve C&L GLD **4.** Children have a solid grasp of early number sense **(92% GLD maths)** **5.** Children demonstrate physical readiness for learning (core strength, FM control, pencil grip well developed) **(86% Physical Development GLD)** **6.** Children able to self-regulate and work both independently and collaboratively **(86% PSED GLD)**

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

1) Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils (CPD for all teachers) £6000	EEF guide to pupil premium – tiered approach – teaching is top priority including CPD Whole school action research CPD	1, 2, 3, 4
Effective support for Early Career Teachers in developing quality first teaching £1000	ECT Framework Whole school action research CPD	1,2,4
Deliver systematic teaching of synthetic phonics Ensure pupils beyond Y2 catch up with the necessary decoding skills to enable fluency in reading £5,000	EEF Preparing for Literacy Ofsted English review Writing Framework Reading Framework	1,2,4
SaLt therapist support for targeted children across school £7,200	EEF – Lang interventions consistently show positive impact on learning EEF EY Toolkit EEF – Supporting Communication & Language in the Early Years Proven interventions (with evidence) of blank level progress	3,5,7

Total budgeted cost: £ 29,200

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to support Y6 teaching of Maths & English to narrow gaps prior to starting High School (small group teaching) £18,000	EEF guide to pupil premium – tiered approach – teaching is top priority including CPD Reading Framework Writing Framework	1,2,4

Use of teaching Assistants to ensure 'Keep Up not Catch Up' (KS1 & 2) £15 ,000	EEF guide to PP – targeted support Keep Up not Catch-Up Research Schools Network	1,2,4
TA support for Maths & English for emerging+ children and lowest 20% ensuring targeted support (Strong Foundations) £10, 000	EEF guide to PP – targeted support Keep Up not Catch-Up Research Schools Network Strong Foundations in the First Years of School	1,2,4

Total budgeted cost: £ 72,200

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a range of broader life and cultural experiences for PP pupils £3, 000 (subsidised)	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	1,3,5
Learning mentor to monitor and work with families re attendance and engagement £24,000	EEF Social & Emotional Learning improves interaction of others and self-management of emotions – impacts on attitudes to learning and social relationships in school, increasing progress	1,3,5

Total budgeted cost: £99, 200

Total Budget: £75,750

Total expenditure: £99,200

Externally provided programmes

Programme	Provider
Little Wandle Phonics Scheme	Little Wandle
Tameside Sports	Tameside Sports
SaLT therapist	Rebecca SLA with Manchester Speech Therapy
Educational Psychologist	Emily Hart Ed Psychology

Nessy- Literacy support for dyslexia	Nessy
Dyscalculia support program	Dynamo Maths