



St Anne's CE Primary School Pupil Premium Strategy

School: St Anne's CE Primary School, Waterfoot, Lancashire

School type: Voluntary Aided Church of England Primary School

Strategy period: 2026–2027

Date published: 9 September 2026

Review date: September 2027

Number of pupils: 176

Proportion of pupils eligible for Pupil Premium: 28.5%

Pupil Premium lead: Jayne Webb

Governor lead: Kath Slaughter

Statement authorised by: Kath Slaughter

Total funding allocated: £86,355

This strategy has been developed in accordance with the Department for Education's expectations for the effective use of Pupil Premium and is structured around the **DfE Menu of Approaches**:

1. **High-quality teaching**
2. **Targeted academic support**
3. **Wider strategies**

The strategy also reflects the school's improvement priorities for curriculum and teaching, leadership and governance, attendance and behaviour, personal development and well-being, early years and inclusion.

Statement of Intent

Our ultimate objectives for disadvantaged pupils.

At St Anne's CE Primary School, our ultimate objective is that every disadvantaged pupil, regardless of starting point or individual circumstance, is able to:

- achieve highly across the curriculum and make strong progress from their individual starting point;
- develop secure foundations in communication, reading, writing, mathematics and wider curriculum knowledge;
- participate fully in high-quality teaching and benefit from the full breadth of the curriculum;
- attend school regularly and punctually;
- develop confidence, resilience, independence and positive attitudes towards learning;
- feel safe, valued, respected and included within the school community;
- participate in enrichment, extra-curricular and cultural experiences;



- develop high aspirations for their future education, employment and contribution to society;
- overcome barriers associated with disadvantage, SEND, social and emotional needs, family circumstances or limited access to learning opportunities beyond school.

This ambition is rooted in St Anne's mission to be a caring Christian school where everyone is respected and valued and where all individuals are encouraged to build on their strengths and aspire to be the best they can.

How the strategy will work towards these objectives

The school will use Pupil Premium funding to provide a coherent, evidence-informed programme of activity rather than isolated interventions. The strategy combines:

- high-quality teaching for all pupils, with particular attention to the needs of disadvantaged pupils;
- carefully selected, time-limited and closely monitored academic interventions;
- additional adult support in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2;
- support for speech, language, vocabulary, reading, writing, mathematics, handwriting and presentation;
- social, emotional and behavioural support;
- attendance monitoring and individualised attendance support;
- support for parental engagement and the home learning environment;
- access to breakfast, resources, extra-curricular activities, visits and enrichment;
- effective use of assessment and pupil-level information to identify need and evaluate impact.

Provision will be adapted according to individual need. Eligibility for Pupil Premium will not be used as the sole criterion for support. The school will also consider pupils who are vulnerable or experiencing barriers associated with SEND, children's social care, family circumstances, emotional well-being, attendance, language development or other disadvantage.

Key principles

High-quality teaching is the foundation

The most important way to improve outcomes for disadvantaged pupils is to ensure that they experience consistently strong teaching every day. Pupil Premium funding will therefore support improvements to teaching, curriculum, assessment, professional development and the effective deployment of teaching assistants.

The strategy will prioritise the school's identified improvement needs:

- spoken language, vocabulary and sentence structure;
- reading fluency, comprehension and vocabulary across the curriculum;
- foundational transcription skills, handwriting and presentation;



- number fluency, calculation strategies and multiplication recall;
- appropriate challenge and scaffolding for pupils with different starting points;
- metacognition, self-regulation and independence;
- high-quality adult interaction in the Early Years Foundation Stage.

The school will use assessment information, attendance data, behaviour information, pupil voice, parental communication, SEND information and staff knowledge to identify barriers and determine appropriate support.

Disadvantaged pupils are not a homogeneous group. Some may need intensive academic intervention, while others may require support with language, emotional regulation, attendance, routines, family circumstances or access to enrichment.

Support will be early, timely and preventative

The school will identify barriers as early as possible, particularly in the nursery, Reception and Key Stage 1. Early language, communication, self-regulation, phonics, early reading and early number support will be prioritised because secure foundations reduce the risk of later gaps becoming more difficult to address.

Intervention will supplement, not replace, excellent classroom teaching

Targeted support will be used to address specific gaps and accelerate progress. It will not become a substitute for high-quality teaching. Intervention timetables will be reviewed to minimise missed curriculum learning, particularly for pupils with SEND or pupils who are already attaining below age-related expectations.

Support will be inclusive

Pupil Premium funding will complement, but not replace, core SEND funding and other statutory provision. Where a disadvantaged pupil also has SEND, the school will coordinate provision through the graduated approach, individual targets, support plans and, where appropriate, Education, Health and Care Plans.

Barriers beyond attainment will be addressed

Attendance, emotional well-being, behaviour, parental engagement, food, sleep, routines and access to enrichment can all affect learning. The strategy therefore includes wider strategies alongside teaching and targeted academic support.



Implementation will be monitored carefully

Each activity will have:

- a clearly defined rationale;
- a named member of staff responsible for implementation;
- identified pupils or groups;
- measurable success criteria;
- a review timetable;
- a clear exit, continuation or adaptation decision.

The Headteacher, Pupil Premium lead, class teachers, SENDCO, attendance lead and governors will monitor the strategy through pupil progress meetings, provision reviews, learning walks, work scrutiny, attendance reviews and termly reporting.

The strategy will be aligned with school improvement and inspection priorities

The strategy directly supports the school's priorities for:

- **Curriculum and Teaching**
- **Leadership and Governance**
- **Attendance, Behaviour and Attitudes**
- **Personal Development and Well-being**
- **Early Years**
- **Inclusion**

It also responds to areas identified in the school's most recent inspection, including attendance among disadvantaged pupils, effective tracking of pupil groups, appropriate challenge, consistent presentation and support for pupils who need additional help.



2. Challenges

Challenge Number	Detail of challenge
1	Communication and language: Oral language and communication skills on entry to Reception are often lower for disadvantaged pupils than for other pupils. This can affect vocabulary, listening, sentence structure, confidence in speaking, reading comprehension, writing and access to the wider curriculum. The school has identified spoken language, vocabulary and “talk-for-thinking” as a major improvement priority.
2	Behaviour, emotional well-being and self-regulation: Some disadvantaged pupils have experienced adverse childhood experiences, instability, limited support outside school or other life events that affect emotional well-being, self-confidence, relationships, concentration, regulation and readiness to learn.
3	Cognition and learning: Some disadvantaged pupils have low prior attainment, low expectations placed upon them, weak learning behaviours or limited confidence as learners. Gaps are particularly evident in reading, writing, transcription, presentation, number fluency, calculation and multiplication recall. The school also has a higher-than-national proportion of pupils receiving SEND support and pupils with EHCPs, creating additional complexity in meeting individual learning needs.
4	Attendance: Attendance for disadvantaged pupils is lower than the school’s desired individual and whole-school target of 96%. Whole-school attendance from September 2025 to April 2026 was 95.1%. Persistent absence, particularly among targeted disadvantaged and/or EHCP pupils, reduces access to quality-first teaching and intervention.
5	Parental engagement and home learning: Some families experience difficulty establishing consistent routines around sleep, food, punctuality, homework, reading and communication with school. Some pupils have limited access to books, enrichment, cultural experiences or support with learning at home.
6	Participation, aspiration and access to enrichment: Although the school has a strong enrichment offer, some disadvantaged pupils may face financial, social, emotional or practical barriers to taking part in extra-curricular activities, visits, music, clubs and wider cultural experiences. The school has identified increasing Pupil Premium participation in enrichment and strengthening aspirations, particularly in upper Key Stage 2, as priorities.



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Assessment, tracking and leadership information: The school needs to make full use of pupil-level data to identify patterns, track progress and evaluate the impact of provision for disadvantaged pupils, including those who are also SEND, looked after or previously looked after, persistently absent or receiving support for emotional and behavioural needs.

Evidence base informing the challenges

The EEF identifies oral language approaches as particularly relevant to early language, vocabulary, speaking, listening and reading comprehension. In its Teaching and Learning Toolkit, oral language approaches have an average impact of approximately six months' additional progress, with evidence that they can be effective for disadvantaged pupils when integrated into curriculum teaching. See [EEF: Oral Language Interventions](#).

For Early Years, communication and language approaches have typically shown a high positive impact, and the EEF stresses the importance of trained adults, interactive reading, vocabulary development and purposeful talk. See [EEF: Early Years Communication and Language Approaches](#).

The EEF identifies social and emotional learning as a useful approach for improving self-management, relationships, attitudes to learning and academic outcomes. It reports an average impact of approximately three months' additional progress, while emphasising that implementation, professional development and consistent embedding are important. See [EEF: Social and Emotional Learning](#).

Metacognition and self-regulated learning are identified by the EEF as high-impact, low-cost approaches, particularly when teachers explicitly model and teach pupils how to plan, monitor and evaluate their learning. See [EEF: Metacognition and Self-Regulated Learning](#).

The EEF's attendance evidence review found some promise in targeted parental engagement and responsive approaches that identify and address the individual causes of absence. However, it also cautions that the overall evidence base is weaker than in some other areas and that approaches should be carefully monitored. See [EEF: Attendance Interventions Rapid Evidence Assessment](#).



3. Intended Outcomes

Intended Outcome	Success Criteria
1. Improved spoken language, vocabulary and communication for disadvantaged pupils.	By the end of the strategy period, disadvantaged pupils identified as having language needs will show measurable improvement in vocabulary, listening, expressive language and sentence construction using baseline and follow-up assessments. Teachers will report increased use of ambitious vocabulary and complete sentences. The gap between disadvantaged pupils and their peers in relevant Early Years communication and language measures will narrow.
2. Improved reading fluency, comprehension and vocabulary across the curriculum.	Disadvantaged pupils will make at least expected progress from their starting points in reading. Targeted pupils will demonstrate improved fluency, comprehension and ability to explain vocabulary. Reading attainment gaps will narrow, with particular attention to pupils in Years 4–6 and pupils with SEND.
3. Improved writing, transcription, handwriting and presentation.	Disadvantaged pupils will demonstrate improved letter and number formation, handwriting fluency, spelling, sentence construction and presentation. Work scrutiny will show consistent expectations across classes and increased pride in work. Pupils will increasingly produce writing with greater independence because transcription skills place fewer demands on working memory.
4. Improved mathematical fluency and confidence.	Disadvantaged pupils, particularly in lower Key Stage 2, will improve number fluency, calculation strategies and multiplication recall. Assessment evidence will show increased accuracy and reduced gaps in core number knowledge. Pupils will be better able to explain their mathematical thinking and select appropriate strategies.
5. Improved self-regulation, resilience, behaviour and emotional well-being.	Targeted disadvantaged pupils will demonstrate improved emotional vocabulary, self-regulation, readiness to learn, relationships and confidence. Behaviour records, pupil voice, staff observations and well-being measures will show a reduction in incidents linked to emotional dysregulation or low-level disruption. Pupils will increasingly use taught strategies to manage challenge and seek help appropriately.
6. Improved attendance and reduced persistent absence.	The attendance of disadvantaged pupils will move towards the school target of 96% and the gap with other pupils will narrow. Persistent absence among targeted disadvantaged pupils, including those with EHCPs, will reduce. All pupils causing attendance concern will have a documented analysis of barriers and an appropriate support plan.



7. Improved parental engagement and home learning routines.	Families receiving targeted support will engage with attendance meetings, reading support, home-learning guidance and agreed action plans. More disadvantaged pupils will read regularly at home, complete agreed learning activities and arrive ready to learn. Communication between school and families will be timely, accessible and solution-focused.
8. Increased participation in enrichment and personal development.	Participation rates for disadvantaged pupils in clubs, music, sporting activities, educational visits, leadership opportunities and cultural experiences will increase. Financial or practical barriers will be addressed so that disadvantaged pupils can access the same breadth of opportunity as their peers.
9. Increased aspirations and understanding of future opportunities.	Pupils, particularly in upper Key Stage 2, will be able to identify their strengths, interests, possible future pathways and the relevance of current learning. Pupil voice will show improved confidence, ambition and understanding of careers, further education and contribution to the community.
10. Improved use of data and accountability for disadvantaged pupils.	Leaders and governors will receive clear, regular information about attendance, attainment, progress, SEND, behaviour, participation and intervention impact. Pupil progress meetings will identify pupils at risk of underachievement and result in specific actions. Activities that do not demonstrate sufficient impact will be adapted, replaced or stopped.

4. Activity in This Academic Year

Budget summary

DfE Menu of Approaches tier	Planned cost
Teaching: High-quality teaching	£34,086
Targeted academic support	£36,000
Wider strategies	£16,269
Total	£86,355

The budget allocations are indicative and may be adjusted during the year where assessment, attendance or implementation evidence shows that resources need to be redirected. Any change will continue to comply with the DfE Menu of Approaches and will be reported through the school's monitoring and governance arrangements.



Teaching - High-quality teaching, assessment and curriculum

Planned expenditure: £34,086

Activity	Evidence that supports this approach	Chal leng e num ber(s) addr esse d
Whole-school spoken language and vocabulary programme: Establish consistent approaches to vocabulary instruction, sentence construction, structured questioning, partner talk, oral rehearsal, discussion and “talk-for-thinking” from nursery to Year 6. Teachers will identify and revisit tier 2 and subject-specific vocabulary and provide sentence stems and models for disadvantaged pupils.	The EEF Oral Language Interventions Toolkit reports positive effects on oral language and reading comprehension, with an average impact of approximately six months. It identifies purposeful dialogue, vocabulary teaching, structured questioning and curriculum integration as important features.	1, 3, 5, 7
Early Years communication and language development: Provide additional staffing and professional development in nursery and Reception to improve adult-child interaction, sustained shared thinking, dialogic reading, vocabulary-rich continuous provision and planned talk opportunities in the indoor and outdoor learning environments.	The EEF Early Years Toolkit identifies communication and language approaches as having a typically very high impact. It highlights the importance of interactive reading, vocabulary, talk, social communication and professional development for early years staff.	1, 2, 3, 5
Professional development on high-quality interactions: Use coaching, modelling, peer observation and feedback to support teachers and teaching assistants to develop questioning, modelling, explanation, feedback, scaffolding and purposeful classroom talk.	The EEF evidence on oral language stresses that staff training and support are important to successful implementation. The EEF Guide to Effective Professional Development emphasises sustained, subject-specific professional development, modelling, deliberate practice and feedback.	1, 2, 3, 7
Curriculum-wide reading and vocabulary development: Strengthen reading competency across subjects through explicit vocabulary instruction, background knowledge, fluent	The EEF Improving Literacy in Key Stage 2 guidance recommends developing reading fluency, comprehension, vocabulary, reading strategies and academic language.	1, 3, 5



reading, structured discussion and opportunities to apply new vocabulary in writing and subject learning.		
Consistent foundational transcription teaching: Implement shared expectations for unjoined letter formation, number formation, handwriting, spelling, sentence construction, editing and presentation. Staff will use modelling, guided practice, frequent retrieval and carefully sequenced practice.	The EEF Improving Literacy in Key Stage 1 guidance highlights the importance of phonics, reading, writing, spelling and the development of early literacy foundations. Explicit instruction, guided practice and feedback are consistent with the EEF's wider evidence on effective teaching.	3, 7
Strengthening mathematics teaching in lower Key Stage 2: Develop consistent teaching of number sense, calculation strategies, representations, mathematical language, retrieval and multiplication recall. Staff will use worked examples, modelling, guided practice and carefully sequenced independent practice.	The EEF Improving Mathematics in Key Stages 2 and 3 guidance recommends using representations and structures, mathematical language, problem-solving, reasoning and professional development to improve mathematics teaching.	3, 7
Metacognition and self-regulated learning: Teach disadvantaged pupils how to plan, monitor and evaluate learning. Teachers will model thinking aloud, make strategies explicit, use "I do, we do, you do" sequences, provide appropriate challenge and gradually withdraw scaffolds.	The EEF Metacognition and Self-Regulated Learning guidance identifies explicit teaching, modelling, metacognitive talk, appropriate challenge and structured reflection as effective approaches. The evidence is particularly promising for disadvantaged pupils.	2, 3, 6, 7
Assessment and tracking of disadvantaged pupils: Refine pupil-level tracking so leaders can analyse attainment, progress and gaps for disadvantaged pupils, including disadvantaged pupils with SEND, EHCPs, attendance concerns or additional emotional and behavioural needs. Use termly pupil progress meetings to identify specific actions.	The EEF's Guide to the Pupil Premium emphasises using robust diagnostic assessment, identifying barriers and evaluating the impact of activity. Assessment should inform teaching and targeted support rather than simply record attainment.	3, 4, 7
Effective deployment and development of teaching assistants: Provide training and shared expectations for teaching assistants so that support is closely linked to classroom teaching, uses the least help first and promotes independence rather than dependence.	The EEF Making Best Use of Teaching Assistants guidance recommends ensuring that teaching assistants supplement rather than replace teacher instruction, support high-quality interactions and promote pupil independence.	1, 2, 3, 7



Quality assurance and leadership development: Subject leaders will monitor the quality of teaching, curriculum coverage, disadvantaged pupil participation and standards of work. Governors will receive clear reports through the appropriate committee and link governance arrangements.	The EEF Guide to Putting Evidence to Work emphasises exploration, preparation, delivery, monitoring and adaptation when implementing evidence-informed approaches.	3, 4, 7
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Teaching implementation and monitoring

- **Autumn term:** Baseline assessment, pupil-level identification, staff training and agreement of consistent approaches.
- **Throughout the year:** Coaching, learning walks, work scrutiny, pupil voice and review of intervention and attendance information.
- **Termly:** Pupil progress meetings focusing on disadvantaged pupils and identified vulnerable groups.
- **Spring term:** Mid-year evaluation of teaching approaches and progress towards intended outcomes.
- **Summer term:** Evaluation of attainment, progress, participation and implementation; recommendations for the next strategy.



Targeted Academic Support

Tutoring, small-group support and structured interventions

Planned expenditure: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted oral language and vocabulary groups in nursery, Reception and Key Stage 1: Deliver structured small-group sessions focusing on listening, narrative, vocabulary, sentence construction, turn-taking and confidence in speaking. Activities will be closely linked to current books and curriculum content.	The EEF Oral Language Interventions Toolkit supports targeted and small-group approaches, including vocabulary teaching, reading aloud, structured questioning and purposeful dialogue. The EEF's Early Years evidence also identifies targeted communication support as promising for disadvantaged children.	1, 3, 5
Targeted early reading and phonics intervention: Provide additional daily or frequent practice for pupils who are not secure in phonemic awareness, phonics, word reading, fluency or comprehension. Provision will include rapid assessment, precise identification of gaps and regular review.	The EEF Phonics Toolkit identifies phonics as a positive approach when delivered through a structured programme and supported by assessment. The EEF Improving Literacy in Key Stage 1 guidance recommends targeted support for pupils at risk of falling behind.	1, 3, 7
Reading fluency and comprehension intervention in Key Stage 2: Provide small-group support for pupils who have weak fluency, vocabulary, inference, retrieval or comprehension. Sessions will use age-appropriate texts, repeated reading, explicit vocabulary and structured discussion.	The EEF Improving Literacy in Key Stage 2 guidance supports explicit teaching of reading strategies, fluency, vocabulary and comprehension. Oral language evidence also supports discussion and interaction around texts.	1, 3, 7
Targeted writing and transcription intervention: Provide short, frequent intervention for pupils who need additional support with letter formation, handwriting fluency, spelling, sentence construction, punctuation, planning and editing.	The EEF Improving Literacy in Key Stage 2 guidance supports explicit instruction, writing processes, sentence construction, spelling and feedback. Metacognitive approaches can help pupils plan, monitor and evaluate their writing.	3, 7



Targeted mathematics intervention: Deliver small-group or individual support for pupils with gaps in number fluency, calculation, place value, multiplication recall and mathematical language. Teaching will use concrete resources, pictorial representations, worked examples and frequent retrieval.	The EEF Improving Mathematics in Key Stages 2 and 3 guidance supports the use of representations, mathematical language, reasoning, problem-solving and assessment-informed teaching.	3, 7
Additional teaching assistant hours for structured intervention: Fund additional hours for appropriately trained teaching assistants to deliver planned, time-limited interventions under teacher direction. Provision will be recorded on an intervention map and reviewed at least each half term.	The EEF Making Best Use of Teaching Assistants guidance recommends structured preparation, clear links to classroom teaching, ongoing assessment and support that promotes pupil independence.	1, 2, 3, 7
SEND-specific academic support: Extend provision for disadvantaged pupils with SEND where necessary, including access to adapted resources, structured practice, pre-teaching, overlearning, communication support and carefully planned adult assistance.	The EEF Special Educational Needs in Mainstream Schools guidance emphasises a graduated approach, high-quality teaching, explicit instruction, scaffolding, flexible grouping and effective use of teaching assistants.	1, 2, 3, 7
Pre-teaching and same-day catch-up: Provide pre-teaching of vocabulary, concepts and background knowledge for identified pupils and same-day catch-up where pupils have missed learning through absence or intervention.	The EEF's evidence on oral language, literacy, mathematics and teaching assistants supports targeted support that is closely connected to classroom learning. Responsive support helps pupils participate more successfully in quality-first teaching.	1, 3, 4, 7
Short-term tutoring for identified pupils: Provide one-to-one or small-group tuition where assessment demonstrates a specific and significant gap that cannot be addressed through normal classroom differentiation alone. Tuition will be time-limited, linked to the curriculum and reviewed for impact.	The EEF One-to-One Tuition Toolkit and Small Group Tuition Toolkit identify positive effects when tuition is structured, additional to normal teaching and linked to classroom learning.	1, 3, 4, 7
Academic mentoring and learning-to-learn support: Provide structured support for pupils with low confidence, weak organisation, limited independence or low expectations. Sessions will include goal-setting, study	The EEF Metacognition and Self-Regulated Learning guidance supports explicitly teaching pupils how to plan, monitor and evaluate their learning.	2, 3, 5, 6



routines, reading habits, equipment, home learning and reflection on progress.		
Early Years additional staffing: Maintain additional adult capacity in the Foundation Stage unit to improve adult-child interaction, support language-rich play, strengthen foundational knowledge and ensure smooth transition to Year 1.	The EEF Early Years Toolkit identifies communication and language, early literacy, early numeracy and self-regulation approaches as important foundations for later learning.	1, 2, 3, 7

Targeted academic support implementation and monitoring

Interventions will normally be reviewed every six to eight weeks. A pupil will not remain in an intervention simply because they are eligible for Pupil Premium. Continuation will depend on identified need and evidence of impact.

Wider Strategies

Attendance, behaviour, well-being, parental engagement and enrichment

Planned expenditure: £16,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised attendance support: Maintain a half-termly attendance review for disadvantaged pupils, with particular focus on persistent absence, disadvantaged pupils with EHCPs and pupils whose attendance is below 96%. Identify the underlying barrier and agree a written plan with the family.	The EEF Attendance Interventions Rapid Evidence Assessment found some promise in responsive and targeted approaches that address the individual causes of absence. It also highlights the importance of parental engagement and cautions that schools should monitor impact carefully.	2, 4, 5, 7
Attendance communication and positive family contact: Use timely, personalised communication to celebrate good	The EEF Attendance Interventions Rapid Evidence Assessment identifies parental communication and targeted parental	4, 5



attendance, address emerging concerns and explain the relationship between attendance, learning and well-being. Communication will be supportive, accessible and solution-focused rather than punitive.	engagement as promising approaches, while noting that evidence should be applied cautiously.	
Breakfast and readiness-to-learn support: Where needed, provide access to breakfast, food, uniform, equipment and practical support so that pupils arrive ready to learn. Monitor use and impact for targeted pupils.	The EEF attendance review considered meal provision as a possible attendance and engagement strategy, although evidence of its direct impact on attendance is mixed. The rationale at St Anne's is also to reduce immediate barriers to concentration, readiness and participation.	2, 4, 5
Pastoral and social-emotional support: Provide targeted adult support for pupils experiencing emotional difficulties, low self-esteem, anxiety, adverse experiences, relationship difficulties or challenges with self-regulation. Support may include check-ins, emotional literacy, regulation strategies, restorative conversations and referral to specialist services where appropriate.	The EEF Social and Emotional Learning Toolkit identifies positive effects on self-management, relationships, attitudes to learning and academic outcomes. The EEF Improving Social and Emotional Learning in Primary Schools guidance recommends explicit teaching, modelling, a SAFE curriculum and careful implementation.	2, 3, 4, 6
Whole-school emotional literacy and self-regulation: Embed the school's Christian values of respect, thankfulness, hope, forgiveness, love and faithfulness into explicit teaching and daily practice. Teach pupils emotional vocabulary, calming strategies, positive self-talk, problem-solving, empathy, listening and respectful disagreement.	The EEF Improving Social and Emotional Learning in Primary Schools guidance recommends explicit teaching and modelling of emotional vocabulary, self-regulation, social awareness, relationship skills and responsible decision-making.	1, 2, 3, 6
Consistent behaviour and classroom routines: Strengthen consistent routines across both school sites, including transitions across Ashworth Road, lesson starts, movement between activities, group work, independent learning and responses to low-level disruption. Adults will use clear expectations, positive recognition, calm correction and restorative approaches.	The EEF Improving Behaviour in Schools guidance recommends consistent whole-school approaches, classroom management, positive relationships, explicit teaching of behaviour and targeted support for pupils with additional needs.	2, 3, 4, 7



Targeted pupil mentoring and trusted-adult support: Allocate a consistent adult to identified pupils who need additional encouragement, support with routines, emotional check-ins, goal-setting or help in building a positive connection with school.	The evidence for mentoring specifically improving attendance is limited and mixed. The EEF attendance review advises caution, so mentoring will be used as part of a broader responsive plan rather than as a standalone solution. It is supported by EEF evidence on social-emotional learning, relationships and self-regulation.	2, 4, 6
Parental engagement and home-learning support: Offer practical guidance and informal workshops on shared reading, vocabulary, homework routines, sleep, punctuality, attendance, online safety, emotional regulation and preparing for learning. Provide flexible communication through meetings, telephone contact, written guidance and digital communication where appropriate.	The EEF Parental Engagement Toolkit identifies a positive average impact and recommends simple guidance, tailored communication, regular review and more sustained support for families who need it.	1, 3, 4, 5
Home reading and book access: Provide disadvantaged pupils with access to high-quality books, reading records, library opportunities and, where appropriate, additional books to take home. Staff will communicate specific reading strategies to families rather than relying only on generic expectations.	The EEF Parental Engagement Toolkit identifies reading and talking with children as important elements of effective home learning. The EEF Improving Literacy in Key Stage 1 guidance and Key Stage 2 guidance support reading fluency, comprehension and vocabulary development.	1, 3, 5
Support for extra-curricular participation: Use Pupil Premium funding to remove financial barriers to clubs, music, sport, visits, residential opportunities, performances and other enrichment. Track participation by pupil group and identify pupils who are not accessing opportunities.	The DfE Menu of Approaches includes extra-curricular activities as a wider strategy. The EEF attendance evidence review suggests that the direct evidence for extra-curricular activities improving attendance is limited, so the school will evaluate participation, engagement, well-being and attendance outcomes rather than assume automatic impact.	2, 4, 6
Aspirations and careers education: Provide age-appropriate encounters with different occupations, community roles, further education, creative and technical pathways.	The EEF's evidence on mentoring and wider strategies suggests that aspiration and engagement activities should be carefully targeted and monitored. The activity also	2, 3, 5, 6



Upper Key Stage 2 pupils will participate in aspiration-building activities linked to their strengths, talents, interests and the school's Christian vision of making a difference.	directly supports the school's personal development priority and commitment to cultural capital.	
Cultural capital and community participation: Maintain opportunities such as visits, theatre, Parliament, music, choir, local community work, visitors and performances. Ensure disadvantaged pupils are actively supported to participate and can connect experiences to curriculum learning.	The DfE Menu of Approaches identifies extra-curricular activity and wider strategies as appropriate uses of Pupil Premium. The school's own inspection evidence identifies enrichment as a strength; this activity will ensure that disadvantaged pupils benefit equitably from that provision.	1, 2, 3, 6
Pupil voice and belonging: Gather pupil voice from disadvantaged pupils about learning, relationships, attendance, clubs, barriers and aspirations. Use the findings to adjust provision and strengthen belonging across the two school sites.	The EEF social-emotional learning guidance recommends involving pupils, staff and families in developing school-wide norms and evaluating implementation.	2, 4, 6, 7

Evaluation and accountability

Pupil-level monitoring

The Pupil Premium lead and class teachers will maintain an overview of:

- attainment and progress in reading, writing and mathematics;
- phonics, reading fluency and comprehension;
- vocabulary and communication measures;
- handwriting, transcription and presentation;
- number fluency and multiplication recall;
- attendance, punctuality and persistent absence;
- behaviour incidents, exclusions and restorative support;
- well-being, self-regulation and pastoral concerns;
- participation in clubs, visits, music, sport and leadership;
- intervention attendance and impact;
- SEND status and interaction with other provision.



Conclusion

St Anne's CE Primary School will use the Pupil Premium strategically to ensure that disadvantage does not determine a pupil's educational experience or future opportunities. The strategy combines strong teaching, targeted academic support and carefully planned wider provision. It reflects the school's Christian vision that every individual is uniquely created, valued and capable of making a difference.

Through rigorous monitoring, collaborative leadership and responsive support, the school will work to ensure that disadvantaged pupils:

- attend regularly;
- communicate confidently;
- read fluently;
- write clearly;
- reason mathematically;
- regulate their emotions;
- participate fully;
- develop high aspirations; and
- achieve "life in all its fullness."