

Pupil premium strategy statement – St Anne’s and Guardian Angels Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the achievement 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
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026 This document is the 2025-2026 updated statement
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Headteacher and Chair of Governors
Pupil premium lead	Louise Nottage (Headteacher)

Governor / Trustee lead	Lorraine Smith, Local Governing Body
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 121,200.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 121,200.00

Part A: Pupil premium strategy plan

Statement of intent

Our Key Principle

The key principle of our strategy plan is that all pupils should achieve, and achieve well, regardless of their background, social standing or needs. Pupils, parents and staff must have the highest aspirations and we must work together to achieve the very best standards and outcomes for our children, whatever the starting point. We must work to make our school an equitable place to study and it is our job to provide opportunities and remove barriers so that disadvantaged pupils achieve parity with their non-disadvantaged peers. This approach reflects our identity as a Catholic School and is rooted in the Social teaching of the Catholic Church.

The Headteacher and Governors recognise that not all pupils who are socially disadvantaged or presenting specific vulnerabilities are registered for or qualify to receive Pupil Premium funding. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately recognised as being socially disadvantaged.

Our Aims for Disadvantaged Pupils

Our ultimate aim is to use this funding to raise progress and achievement in disadvantaged groups, closing the gap between Pupil Premium and non-Pupil Premium pupils by:

1. Diminishing the difference in levels of achievement between disadvantaged and non-disadvantaged pupils so that outcomes for these pupils are at least in line with their peers in school, locally and nationally
2. Improving the attendance and punctuality of disadvantaged pupils
3. Providing disadvantaged pupils with opportunities to develop their social and cultural capital – giving pupils opportunities to experience places and events which they may not ordinarily have access to
4. Supporting pupils' speech and language skills, especially in the Early Years Foundation Stage, creating a springboard for future achievement in all areas of the curriculum
5. Supporting pupils' early reading skills, especially in the Early Years Foundation Stage and Year 1, facilitating success in other areas of the curriculum
6. Supporting pupils' early maths skills, especially in the Early Years Foundation Stage and Year 1, creating the fluency required for success in later learning
7. Supporting vulnerable groups in the school (including SEND and those known to or previously known to children's social care services) who may also be considered socially disadvantaged so that they are well prepared for the next stage of their education and for life in the modern world
8. Improving parental engagement and parents' aspirations for their child's achievement.

Challenges

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

Challenge number	Detail of challenge
1	<p>Although the % of pupils achieving the expected standard in Reading, Writing and Maths combined at the end of KS2 exceeds national indicators for both non-disadvantaged and disadvantaged pupils, there remain some inconsistencies in other year groups.</p> <p>[Evidence: Summer End '25 data – Juniper Benchmark Report]</p>
2	<p>Fewer disadvantaged pupils achieve greater depth standard (GDS) by the end of Key Stage 2 compared to their non-disadvantaged peers, with the greatest gap being in reading outcomes.</p> <p>[Evidence: 2025 End of Key Stage 2 Statutory Assessments]</p>
3	<p>There are gaps in standards of oracy and range of vocabulary between disadvantaged and non-disadvantaged pupils with the disadvantaged taking longer to acquire and develop these skills. This is particularly acute in the Early Years Foundation Stage where poor communication and language skills are preventing children from being able to achieve the Good Level of Development (GLD).</p> <p>[Evidence: Teacher assessment and subject monitoring]</p>
4	<p>Disadvantaged pupils generally have greater difficulties with phonics than non-disadvantaged pupils, which negatively impacts their development as readers. These pupils require timely intervention so that they can keep up with their peers. This need appears to underpin the gap between the achievement of disadvantaged and non-disadvantaged pupils at the GDS standard at the end of KS2. These pupils require more timely and robust intervention with decoding during the acquisition of early reading skills.</p> <p>[Evidence: Teacher assessment and subject monitoring]</p>
5	<p>More disadvantaged pupils have speech and language needs than non-disadvantaged.</p> <p>[Evidence: Teacher assessment, subject monitoring, SEND register]</p>
6	<p>The attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils. Poor attendance impacts pupil achievement significantly.</p> <p>[Evidence: DfE Summary Report Summer 2024 to 2025]</p>
7	<p>Parental engagement of disadvantaged families is often not as good as that of other families. We have seen that this has a negative impact on attendance, punctuality, reading, completion of home learning and the ability for a child to form positive relationships with staff and other pupils.</p> <p>[Evidence: Teacher observation]</p>
8	<p>Poverty and the increased cost of living is having a negative impact on the physical and mental wellbeing of both pupils and parents. Disadvantaged pupils are feeling this impact most acutely. They often do not have sufficient money for uniform, shoes, household bills, food, travel and other essentials. This can make accessing school and learning a challenge.</p> <p>[Evidence: Teacher observations, attendance records, safeguarding records]</p>

9	Disadvantaged pupils often do not access the rich source of cultural experiences available to them in their local area and London in general. They often cannot afford extra-curricular activities and clubs provided by the school or other providers in the local area. This limits the pupils' experiences and their cultural capital when compared to their non-disadvantaged peers, which may become a barrier to achievement in school and in life in more general terms [Evidence: Teacher observations, pupil feedback]
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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
<p>Improved outcomes at the end of Reception for disadvantaged pupils.</p> <p>To raise the % of disadvantaged pupils achieving the Good Level of Development (GLD) at the end of Reception. For these children to be ready to progress to KS1.</p>	<p>Pupil outcomes for disadvantaged pupils are in line with those of all pupils (i.e. their peers) in school, locally (Tower Hamlets) and nationally.</p> <p>The % of pupils achieving the GLD is at least in line with national figures.</p>
<p>Improved outcomes for pupils who did not achieve the GLD.</p> <p>Disadvantaged pupils who did not achieve the GLD at the end of Reception catch up with their peers by the end of Year 1 through a programme of targeted, intensive intervention. 'Keeping up' activities are put in place to ensure progress is sustained.</p>	<p>Pupils joining Year 1 with gaps in foundational knowledge catch up and achieve the same outcomes as their peers by the end of Year 1 – thereby eradicating any previous gaps in achievement.</p>
<p>Improved standard of phonic knowledge for disadvantaged pupils.</p> <p>To raise the % of pupils passing the Y1 Phonics screening check.</p>	<p>Outcomes for disadvantaged pupils are in line with all pupils (i.e. their peers) in school, locally (Tower Hamlets) and nationally.</p> <p>The % of pupils passing the Y1 phonics screening is at least in line with national figures. The % of pupils achieving the 'Word Reading' EYFS goal is improved.</p>
<p>Improved outcomes at the higher standard for disadvantaged pupils.</p> <p>To raise the % of disadvantaged children achieving the greater depth standard in reading, writing and maths at the end of the academic year/phase. The gap between the achievement of disadvantaged and non-disadvantaged pupils is closed.</p>	<p>Pupil outcomes for disadvantaged pupils are in line with all pupils (i.e. their peers) in school, locally (Tower Hamlets) and nationally.</p> <p>The % of disadvantaged pupils achieving GDS in RWM combined is in line with that of their non-disadvantaged peers.</p>
<p>Improved standard of oracy for disadvantaged pupils.</p> <p>To improve speaking, listening and vocabulary for children receiving the Pupil Premium Grant.</p>	<p>Improvements are seen across the school in assessments, observations and subject monitoring. The impact of improved oracy can be seen in written outcomes across the curriculum, lesson engagement, participation in school-wide events and productions.</p>

<p>Improved outcomes for disadvantaged pupils with a Speech, Language and Communication needs.</p> <p>Disadvantaged pupils make good progress from their starting points, which can be varied.</p>	<p>Children achieve in line with the objectives on their IEPs. The learning that they receive is ambitious and adults work effectively to scaffold learning and remove barriers to their success as evidenced in observations and subject monitoring.</p>
<p>Improved attendance and punctuality of disadvantaged children.</p> <p>All pupil attendance is 96%+. The attendance of non-statutory aged pupils is good and good habits are formed in the Early Years, which continues as pupils move to KS1. The PA % reduces proportionally, with the aim of a single figure PA%.</p>	<p>The attendance of disadvantaged pupils is in line with that of non-disadvantaged pupils and meets the national expectation (96%+)</p>
<p>Disadvantaged pupils experience a creative enrichment programme. They are supported well at transition points and are ready for the next stage of their education.</p> <p>The school supports disadvantaged pupils to experience activities, events and places that they would not ordinarily have access to. We are actively working to make the school a more equitable place to study.</p>	<p>The school has established a minimum enrichment curriculum offer which it delivers as resources and circumstances allow. Pupils have access to high quality music tuition and all learn to play a tuned instrument. They have the opportunity to perform for an audience in a variety of settings. The enrichment offer provides opportunities for purposeful enterprise activities, finding out about future education and different careers and learning basic life skills. The school works with various agencies and other professionals to ensure that pupils are ready for the next stage of their education and are supported to make this transition.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: THEP Year group training	EEF Teaching and Learning Toolkit Reading Comprehension strategies: Impact rating +6 Very high impact for very low cost based on extensive evidence	1, 2
CPD: THEP Phonics and Spelling training	EEF Teaching and Learning Toolkit Phonics: Impact rating +6 High impact for very low cost based on extensive evidence	1, 2, 3, 4
CPD: Middle Leadership training Senior Leadership training Release time to complete NPQs	EEF Rapid Evidence Assessment: 'Reviewing the evidence base on school leadership, culture, climate and structure for teacher retention' 'What makes great teaching? Review of the underpinning research' by Robert Coe et al. 'Workload, Wellbeing, and Retention: Do NPQs Make a Difference?' – UCL Centre for Educational Leadership DfE: Emerging findings from the NPQ evaluation: Interim Report 2, September 2024, Authors: CFE Research	1, 2, 3, 4, 6, 7, 9
Curriculum Development and support for QFT: White Rose Maths and Science subscriptions to identify small steps and ready to progress criteria to support pupils at risk of falling behind.	EEF Teaching and Learning Toolkit Mastery Learning: Impact rating +6 Very high impact for very low cost based on extensive evidence	1, 2, 3, 4, 6, 7, 9
Coaching for school leaders:	EEF Rapid Evidence Assessment: 'Reviewing the evidence base on school	1-9

Release time for cross-school moderation / standardisation and leadership CPD	leadership, culture, climate and structure for teacher retention' 'What makes great teaching? Review of the underpinning research' by Robert Coe et al.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 88,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist and support staff	EEF Teaching and Learning Toolkit Communication and Language: Impact rating +7 Very high impact for very low cost based on moderate evidence	5
Talk Boost language intervention	EEF Teaching and Learning Toolkit Communication and Language: Impact rating +7 Very high impact for very low cost based on moderate evidence	5
Additional support staff within classes and CPD to ensure effective deployment.	EEF Making Best Use of Teaching Assistants Guidance Report which recommends: <ul style="list-style-type: none"> • Deploy TAs to scaffold learning and to develop pupils independence • Deploy TAs to deliver well chosen, evidence based, structured interventions where appropriate • Prepare and train staff around effective TA deployment 	1, 2, 3, 4, 5, 9
1:1 reading for targeted pupils	EEF Teaching and Learning Toolkit One to One tuition: Impact rating +5 High impact for moderate cost based on moderate evidence	1, 3, 4, 7, 8
Small group Phonics interventions	EEF Teaching and Learning Toolkit Small Group Tuition: Impact rating +4 Moderate impact for very low cost based on moderate evidence EEF Teaching and Learning Toolkit Phonics: Impact rating +6	1, 3, 4

	High impact for very low cost based on extensive evidence	
Lunchtime book club and SLT-led 'Must Read' book club for GDS pupils	EEF Teaching and Learning Toolkit Reading Comprehension strategies: Impact rating +6 Very high impact for very low cost based on extensive evidence	1, 3, 4, 7, 8, 9
Levelled books linked to phonics programme and 'Must Read' intervention books for independent practice and home reading to promote a love of reading and parental engagement	EEF Teaching and Learning Toolkit Reading Comprehension strategies: Impact rating +6 Very high impact for very low cost based on extensive evidence	1, 3, 4, 7, 8, 9
Small group tuition (Colourful Semantics)	EEF Teaching and Learning Toolkit Small Group Tuition: Impact rating +4 Moderate impact for very low cost based on moderate evidence	1, 2, 3, 4, 7
ICT hardware and software to support classroom learning	EEF Using Digital Technology to Improve Learning Guidance Report	1, 2, 3, 4, 9
Times Table Rockstars Subscription	EEF Using Digital Technology to Improve Learning Guidance Report	1, 2, 3, 4, 9
Word Shark Subscription	EEF Teaching and Learning Toolkit Communication and Language: Impact rating +7 Very high impact for very low cost based on moderate evidence EEF Using Digital Technology to Improve Learning Guidance Report	5 1, 2, 3, 4, 9

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

Budgeted cost: £ 56,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and Magic Breakfast subscription	EEF Teaching and Learning Toolkit Extending School Time: Impact rating +3 Moderate impact for moderate cost based on limited evidence EEF Blog: Breakfast clubs found to boost primary pupils' reading writing and maths results (Guidance Report)	6, 7, 8
Specialist music tuition (whole class, small group and 1:1)	EEF Teaching and Learning Toolkit Arts Participation: Impact rating +3 Moderate impact for low cost based on moderate evidence	8, 9
School Choir enrichment	EEF Teaching and Learning Toolkit Arts Participation: Impact rating +3 Moderate impact for low cost based on moderate evidence	8, 9
School Run Enrichment Clubs	EEF Teaching and Learning Toolkit Arts Participation: Impact rating +3 Moderate impact for low cost based on moderate evidence Ofsted School inspection update Jan 2019: Cultural Capital	8, 9
Attendance Lead / school leadership team	DFE Guidance – Working Together to Improve School Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6, 7, 8
Attendance prizes and incentives	DFE Guidance – Working Together to Improve School Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6, 7, 8
Rainbows SEMH support (Learning Mentor lead support)	EEF Teaching and Learning Toolkit Social and Emotional Learning: Impact rating +4 Moderate impact for low cost based on limited evidence	6, 7, 8
RSHE/PSHE Support Materials including Ten:Ten Life to the Full Plus	EEF Teaching and Learning Toolkit Social and Emotional Learning: Impact rating +4 Moderate impact for low cost based on limited evidence	6, 7, 8

Farm club / workshops	Ofsted School inspection update Jan 2019: Cultural Capital	8, 9
High quality trips, visitors and workshops for each year group (at least one per half term)	Ofsted School inspection update Jan 2019: Cultural Capital	8, 9
Subsidies for Y6 Residential Trip	Ofsted School inspection update Jan 2019: Cultural Capital	8, 9
Subsidies for School Uniform and preparation and promotion of second-hand uniform	DFE Guidance – Working Together to Improve School Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6, 7, 8
Subsidised After School Childcare places (x3 per annum) to support school attendance and parent employability.	Insights into Wraparound Childcare: A report from Coram Family and Childcare (2024) <i>The value of after school clubs for disadvantaged children</i> Newcastle University and Nuffield Foundation	6, 7, 8, 9

Total budgeted cost: £ 154,848.00

<i>Teaching (for example, CPD, recruitment and retention)</i>	£9,677
<i>Targeted academic support (for example, tutoring, one-to-one support, structured interventions)</i>	£88,974
<i>Wider strategies (for example, related to attendance, behaviour, wellbeing)</i>	£56,197
Total	£154,848.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy Review 2024–2025

Our Pupil Premium strategy for 2024–2025 continued to focus on ensuring that disadvantaged pupils achieve highly, access rich and equitable experiences, and are well prepared for the next stage of their education.

Summary of Impact

The school has made strong progress towards achieving its stated aims. Outcomes at the end of Key Stage 2 were above national figures for reading, writing and maths, demonstrating the impact of our focus on high-quality teaching, targeted intervention, and curriculum enrichment (IDSR 2025).

Early Years and Early Reading

Targeted speech, language and communication work in the Early Years, supported by trained staff delivering *Talk Boost* has strengthened children's oracy and confidence. As a result, the proportion of disadvantaged pupils achieving the *Good Level of Development (GLD)* rose and is now in line with national figures. The appointment of a Phonics and Early Reading Lead has improved the consistency and fidelity of phonics teaching. The introduction of new levelled reading books and improved parental engagement with home reading has further supported progress.

Curriculum, Enrichment and Wider Opportunities

The enrichment offer has continued to expand. All year groups accessed high-quality educational visits, including theatre trips and workshops linked to curriculum themes. Every Year 6 pupil participated in the residential visit, ensuring equality of access to memorable experiences that develop confidence and independence. The wider curriculum continues to promote social and cultural capital, with opportunities for music tuition, performance, and creative expression embedded throughout the year.

Inclusion and Targeted Support

Provision for pupils with speech, language and communication needs has strengthened, with more structured intervention and closer monitoring. Through targeted CPD, staff confidence in scaffolding learning for pupils with SEND or SEMH needs has increased, ensuring that support is ambitious and impactful. Verbo and Wordshark interventions have been implemented to support speech and language needs across the school. This work has seen improved outcomes for reading at the end of KS2.

Attendance and Parental Engagement

Whole-school attendance continues to improve, with targeted work around disadvantaged pupils reducing the gap between groups. Parent engagement initiatives, including workshops and home learning support, have positively influenced attendance, punctuality and parental aspirations. Autumn 1 data for 2025-2026 shows improved outcomes for overall attendance and persistent absentees.

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Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

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

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 or recovery premium funding.