

St. Anne's Pupil Premium Statement
2024 - 2025



Growing Together as a Family of God

St. Anne's Pupil Premium Strategy Statement

2024 - 2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------|
| Number of pupils in school | 90 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Kelly Ranford |
| Pupil premium lead | Kelly Ranford |
| Governor / Trustee lead | Martin Baker |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £88,020 |
| 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> | £2,212 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £90,232 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less structure at home, weak language and communication skills, lack of confidence and attendance and punctuality issues.

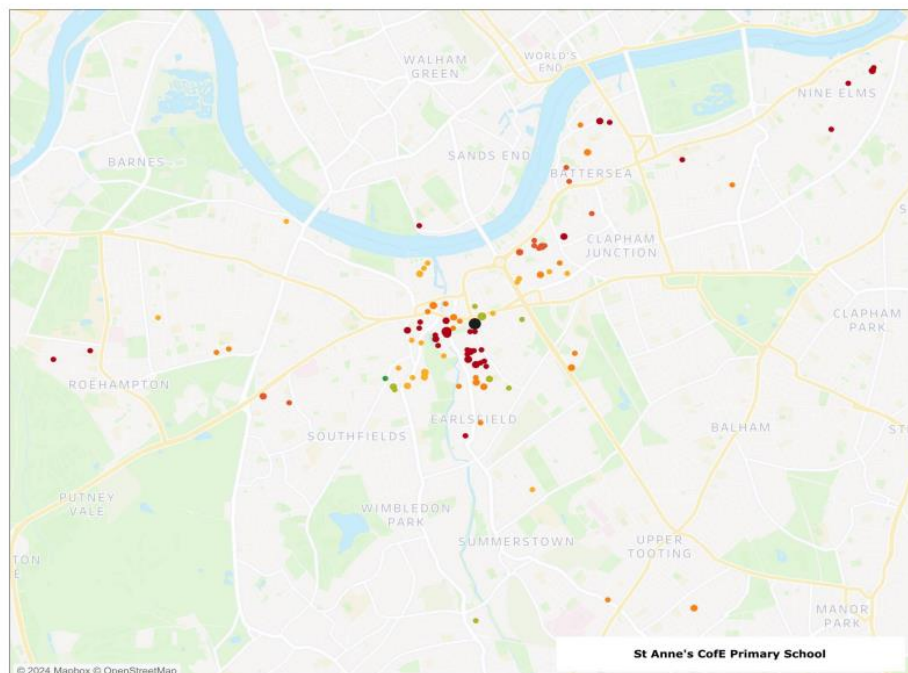
Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable 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 are eligible for free school meals will be socially disadvantaged. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous analysis of data. Class teachers will identify through class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world Our Context
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of each Key Stage

The IDACI deprivation indicator identifies that 38.3% of pupils attending St. Anne's School come from households in the most deprived 10%, which is above national average.



Map shows 145 pupils. Does not show 9 outside the map boundaries and 0 with missing or unrecognised postcode.

Key (Deprivation Band):

- Band 1a: 10% Most Deprived
- Band 1b: 10-20%
- Band 2: 20-40%
- Band 3: 40-60%
- Band 4: 60-80%
- Band 5: 20% Least Deprived
- Unknown IDACI band
- Location of school

Questions to Consider

1. Are there local areas that do not have many pupils attending your school? If so, what are the reasons for this?
2. Do pupils that travel further to your school come from more deprived or less deprived areas?

Note:

Each dot represents the postcode that a pupil lives in. Where more than one pupil lives in the same postcode, the dot will be larger.

Achieving our objectives:

In order achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding and accessing free opportunities for high level pupil premium schools to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport, theatre and music
- Provide appropriate nurture support to support pupils in their emotional and social development
- All our work through the pupil premium will be aimed at accelerating progress, moving children to achieve at least age-related expectations
- Ensuring support with transition into EYFS, internally and from primary to secondary

This is not an exhaustive list and strategies and provision will change and develop based on the needs of individuals.

Ultimate Objectives

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to align with nationally expected progress rates in order to reach Age Related Expectation at the end of Year 2 and Year 6 and thus achieve GCSEs in English and Maths. To make rapid progress if necessary
- To be equipped with the skills to have personal aspiration and secure mental wellbeing

Achieving These Objectives

- Termly pupil progress meetings to ensure children are on track and identify where support is needed
- Allocate catch up session with teacher/HLTA to provide small groups and 1:1 session to overcome gaps in learning
- 1:1 support where need has been identified
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources are used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS
- Additional learning support
- Subsidise activities, educational visits and residential trips. Ensuring that children have first-hand experiences to draw upon in their learning in the classroom. Ultimately increasing the children's cultural capital
- Support the funding of specialist learning software
- To offer the opportunity to the children to learn a musical instrument and to sing in a choir
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Anne's values and thus enhance learning

The list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Limited language and communication skills |
| 2 | Low attainment on entry to the Early Years Foundation Stage in all areas |
| 3 | Lower attendance and punctuality |
| 4 | Social, emotional and mental health challenges |
| 5 | Disrupted family routines and daily organisation with exposure to limited cultural capital experiences |

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 |
|---|---|
| Reduce the gap between pupil premium and non-pupil premium pupils achieving age related expectations in Reading, Writing and Maths at the end of each key stage. | Pupil data from the end of key stages shows an upward trend of pupil premium pupils achieving age related expectations. |
| Pupils to enjoy and feel confident with reading. Pupils enjoy reading because they are confident readers and are able to use a range of strategies to decode words. | 75% of pupils to achieve the phonics screening in Y1 and Y2. Pupils below their age related expectation in reading make accelerated progress. |
| Achievement in wider curriculum subjects is in line with non-pupil premium pupils and cultural capital is developed and sustained. | SONAR data shows that PP pupils perform broadly in line with non PP pupils. Pupil voice shows a greater understanding of the world around them. |
| Attendance for pupil premium pupils improves and is above 95% and persistent absence reduces. | Attendance data indicates that the gap to national closes year on year. |

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: £ 71,262

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Use of support adults in each class for catch up, extension, gap filling, same day intervention. | Lower adult to pupil ratio to improve opportunities for effective teaching and accelerating progress. | 1,2,3,4,5 |
| 2 x HLTA used to release staff for leadership responsibilities and CPD opportunities | Subject leaders require release time to be able to support and develop teaching and learning. By appointing a HLTA this will allow each subject leader to be able to be released throughout the half term to carry out gap analysis and plan interventions. | 1,2,3,4 |
| Staff training on the teaching of writing and strategies to include when planning | Ensure staff training is of good quality to enable teachers to pass on this expertise through quality first teaching. | 1, 2,5 |
| Little Wandle Phonics Scheme. All staff member to receive additional training in the program. | Ensuring all members of staff are trained to a high level to ensure consistency of delivery and ensure quality first teaching | 1,2,5 |
| Higher ratio of staff to pupils | Research shows that small groups led by a qualified teacher have an impact on progress. This allows catchup to occur and for any gaps to be quickly identified and targeted. | 1,2,3,4,5 |
| Phonics interventions TA-led across all year groups | Weak language and communication skills of many pupils entering the school due to EAL or additional needs ensure that gaps in phonic knowledge is addressed. | 1,2 |
| Staff CPD | High quality CPD for staff is essential in order that all staff have a high quality understanding of methods and needs of pupil premium children | 1,2,3,4,5 |

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

Budgeted cost: £ 2,212

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|---|-----------|
| Lunchtime support to provide high quality games and activities to engage pupils in P.E. | P.E. employed to engage pupils in P.E. activities during lessons and lunchtimes. Also, to increase participation in wider sporting tournaments. | 3,4,5 |
| EYFS/KS1 Reading books to ensure books are sound matched to the Little Wandle scheme and to celebrate reading. | A wider range of phonetically appropriate books with capacity to send books home will increase the confidence of pupils who are reading below ARE. This will also encourage a love of reading culture. | 1,2,5 |
| KS2 Reading books to ensure books are linked to pupils phonics knowledge | A wider range of phonetic appropriate books for KS2, in particular UKS2 where confidence of those children with a reading age below their chronological age will be increased and will enable them to foster a love of reading. | 1,4,5 |
| 1:1 reading | Research shows that reading daily 1:1 has an impact on progress, allows for gaps to be identified and targeted quickly. | 1,2,3,4,5 |
| Numbots and Times Tables Rockstars Subscription | Opens pupils up to wider range of opportunities to complete homework at home, this has incentivised pupil who previously did not engage in homework activities | 1,4,5 |

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

Budgeted cost: £ 16,758

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------|--|-------------------------------|
| EWO service | Educational Welfare Officer is working in conjunction with the school attendance officer to help ensure that pupil premium attendance is above national. The aim is to reduce the number of pupil premium children who are persistently absent. The EWO works to support these families. | 3,5 |
| Breakfast Club staff and resources | Children who are hungry do not perform as well. A free breakfast | 3,4,5 |

| | | |
|---|--|-------|
| | club place offered to pupil premium children ensures that children are able to come to school and be fed, allowing them to have the best possible start to the day. | |
| HLTAs trained in wellbeing (ELSA, draw and talk) | HLTAs direct work with children who have mental health challenges | 4 |
| Subsidised enrichment activities and ensuring a broad and balanced curriculum | Creative opportunities allow children to increase their cultural capital | 4,5 |
| Attendance awards and celebrations | Celebrating the success of pupils arriving at school on time. Pupils to be rewarded for their good attendance and punctuality | 3 |
| Residential costs subsidised | It essential for children that they have opportunity for the same experiences as their peers. Much that is covered on a residential cannot be covered in school e.g. night sky, survival skills, risk taking | 3,4,5 |
| Zones of regulation programme | Ability to self-regulate and choose techniques to calm themselves and improve well being which will result in better learning attitudes | 1,4,5 |
| Music Lessons | Specialist music teacher delivering weekly lesson and participation in borough wide music events | 4,5 |
| After school clubs | Children are able to shine in areas they are interested in and so raising self-esteem. Also providing essential after school care for targeted children | 3,4,5 |
| National School Breakfast Programme | The National School Breakfast Programme (NSBP) is funded by the Department for Education and delivered by Family Action to support schools to provide children with a healthy breakfast at the start of the day. Family Action is committed to supporting child development and we believe a healthy school breakfast, without barrier or stigma can set children up to succeed and give them the very best chance to learn. | 3,4,5 |

Total budgeted cost: £90,232

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

| Reduce the gap between pupil premium and non-pupil premium pupils achieving age related expectations in Reading, Writing and Maths at the end of each key stage. | <div style="display: flex; justify-content: space-between;"> <div> <h4>Vulnerable Groups Summary (2024)</h4> </div> <div> <i>St Anne's CofE Primary School</i> </div> <div> 1j </div> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">England average (All pupils)</th> <th>EYFSP</th> <th>YR1 Phonics</th> <th colspan="3">KS1 (Expected +)</th> <th colspan="3">KS2 (Expected +)</th> </tr> <tr> <th>GLD</th> <th>32+</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <th colspan="2"></th> <th>Eng: 68%</th> <th>Eng: 80%</th> <th colspan="3">Eng: 74%</th> <th colspan="3">Eng: 72%</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>All</td> <td>68% (19)</td> <td>69% (16)</td> <td>83% (18)</td> <td>83% (18)</td> <td>72% (18)</td> <td>67% (18)</td> <td>61% (18)</td> <td>56% (18)</td> </tr> <tr> <td rowspan="2">Gender</td> <td>Female</td> <td>78% (9)</td> <td>71% (14)</td> <td>75% (8)</td> <td>75% (8)</td> <td>63% (8)</td> <td>88% (8)</td> <td>88% (8)</td> <td>75% (8)</td> </tr> <tr> <td>Male</td> <td>60% (10)</td> <td></td> <td>90% (10)</td> <td>90% (10)</td> <td>80% (10)</td> <td>50% (10)</td> <td>40% (10)</td> <td>40% (10)</td> </tr> <tr> <td rowspan="2">Disadv.</td> <td>Disadvantaged</td> <td>60% (5)</td> <td>75% (8)</td> <td>75% (4)</td> <td>75% (4)</td> <td>50% (4)</td> <td>67% (9)</td> <td>44% (9)</td> <td>44% (9)</td> </tr> <tr> <td>Other</td> <td>71% (14)</td> <td>63% (8)</td> <td>86% (14)</td> <td>86% (14)</td> <td>79% (14)</td> <td>67% (9)</td> <td>78% (9)</td> <td>67% (9)</td> </tr> <tr> <td rowspan="3">Term Born</td> <td>Autumn</td> <td>83% (6)</td> <td>83% (6)</td> <td>71% (7)</td> <td>71% (7)</td> <td>57% (7)</td> <td>75% (8)</td> <td>63% (8)</td> <td>38% (8)</td> </tr> <tr> <td>Spring</td> <td>50% (4)</td> <td>57% (7)</td> <td>100% (6)</td> <td>100% (6)</td> <td>83% (6)</td> <td>67% (6)</td> <td>67% (6)</td> <td>67% (6)</td> </tr> <tr> <td>Summer</td> <td>67% (9)</td> <td>67% (3)</td> <td>80% (5)</td> <td>80% (5)</td> <td>80% (5)</td> <td>50% (4)</td> <td>50% (4)</td> <td>75% (4)</td> </tr> <tr> <td rowspan="2">Language</td> <td>English</td> <td>63% (8)</td> <td>67% (9)</td> <td>70% (10)</td> <td>70% (10)</td> <td>60% (10)</td> <td>75% (8)</td> <td>50% (8)</td> <td>38% (8)</td> </tr> <tr> <td>Not English</td> <td>73% (11)</td> <td>71% (7)</td> <td>100% (8)</td> <td>100% (8)</td> <td>88% (8)</td> <td>60% (10)</td> <td>70% (10)</td> <td>70% (10)</td> </tr> <tr> <td rowspan="2">SEN</td> <td>No SEN</td> <td>100% (13)</td> <td>90% (10)</td> <td>93% (14)</td> <td>93% (14)</td> <td>79% (14)</td> <td>62% (13)</td> <td>77% (13)</td> <td>69% (13)</td> </tr> <tr> <td>SEN Support</td> <td>0% (6)</td> <td>20% (5)</td> <td>67% (5)</td> <td>67% (5)</td> <td>67% (5)</td> <td>80% (5)</td> <td>20% (5)</td> <td>20% (5)</td> </tr> <tr> <td rowspan="4">Ethnic Group</td> <td>Asian</td> <td>100% (3)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Black</td> <td>75% (4)</td> <td>86% (7)</td> <td>67% (6)</td> <td>67% (6)</td> <td>33% (6)</td> <td>57% (7)</td> <td>57% (7)</td> <td>43% (7)</td> </tr> <tr> <td>Mixed</td> <td>67% (3)</td> <td>67% (3)</td> <td>80% (5)</td> <td>80% (5)</td> <td>80% (5)</td> <td>67% (3)</td> <td>67% (3)</td> <td>67% (3)</td> </tr> <tr> <td>White</td> <td>50% (8)</td> <td>67% (3)</td> <td>100% (6)</td> <td>100% (6)</td> <td>100% (6)</td> <td>83% (6)</td> <td>67% (6)</td> <td>50% (6)</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;"> This analysis shows the percentage of pupils achieving the expected standard for each pupil group at St Anne's CofE Primary School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right). </p> <div style="display: flex; justify-content: space-around; font-size: x-small; margin-top: 5px;"> <div style="text-align: center;"> >3* above Eng. >1* above Eng. </div> <div style="text-align: center;"> >1* below Eng. >3* below Eng. </div> </div> <p style="font-size: x-small; margin-top: 5px; text-align: right;">*Number of pupils (see page 4 for explanation)</p> | | | | | | | | | | | England average (All pupils) | EYFSP | YR1 Phonics | KS1 (Expected +) | | | KS2 (Expected +) | | | GLD | 32+ | Reading | Writing | Maths | Reading | Writing | Maths | | | Eng: 68% | Eng: 80% | Eng: 74% | | | Eng: 72% | | | All Pupils | All | 68% (19) | 69% (16) | 83% (18) | 83% (18) | 72% (18) | 67% (18) | 61% (18) | 56% (18) | Gender | Female | 78% (9) | 71% (14) | 75% (8) | 75% (8) | 63% (8) | 88% (8) | 88% (8) | 75% (8) | Male | 60% (10) | | 90% (10) | 90% (10) | 80% (10) | 50% (10) | 40% (10) | 40% (10) | Disadv. | Disadvantaged | 60% (5) | 75% (8) | 75% (4) | 75% (4) | 50% (4) | 67% (9) | 44% (9) | 44% (9) | Other | 71% (14) | 63% (8) | 86% (14) | 86% (14) | 79% (14) | 67% (9) | 78% (9) | 67% (9) | Term Born | Autumn | 83% (6) | 83% (6) | 71% (7) | 71% (7) | 57% (7) | 75% (8) | 63% (8) | 38% (8) | Spring | 50% (4) | 57% (7) | 100% (6) | 100% (6) | 83% (6) | 67% (6) | 67% (6) | 67% (6) | Summer | 67% (9) | 67% (3) | 80% (5) | 80% (5) | 80% (5) | 50% (4) | 50% (4) | 75% (4) | Language | English | 63% (8) | 67% (9) | 70% (10) | 70% (10) | 60% (10) | 75% (8) | 50% (8) | 38% (8) | Not English | 73% (11) | 71% (7) | 100% (8) | 100% (8) | 88% (8) | 60% (10) | 70% (10) | 70% (10) | SEN | No SEN | 100% (13) | 90% (10) | 93% (14) | 93% (14) | 79% (14) | 62% (13) | 77% (13) | 69% (13) | SEN Support | 0% (6) | 20% (5) | 67% (5) | 67% (5) | 67% (5) | 80% (5) | 20% (5) | 20% (5) | Ethnic Group | Asian | 100% (3) | | | | | | | | Black | 75% (4) | 86% (7) | 67% (6) | 67% (6) | 33% (6) | 57% (7) | 57% (7) | 43% (7) | Mixed | 67% (3) | 67% (3) | 80% (5) | 80% (5) | 80% (5) | 67% (3) | 67% (3) | 67% (3) | White | 50% (8) | 67% (3) | 100% (6) | 100% (6) | 100% (6) | 83% (6) | 67% (6) | 50% (6) |
|---|--|------------------------------|----------|-------------|------------------|----------|----------|------------------|----------|--|--|------------------------------|-------|-------------|------------------|--|--|------------------|--|--|-----|-----|---------|---------|-------|---------|---------|-------|--|--|----------|----------|----------|--|--|----------|--|--|-------------------|------------|----------|----------|----------|----------|----------|----------|----------|----------|---------------|--------|---------|----------|---------|---------|---------|---------|---------|---------|------|----------|--|----------|----------|----------|----------|----------|----------|----------------|---------------|---------|---------|---------|---------|---------|---------|---------|---------|-------|----------|---------|----------|----------|----------|---------|---------|---------|------------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|--------|---------|---------|----------|----------|---------|---------|---------|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|-------------|----------|---------|----------|----------|---------|----------|----------|----------|------------|--------|-----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------|---------|---------|---------|---------|---------|---------|---------|---------------------|-------|----------|--|--|--|--|--|--|--|-------|---------|---------|---------|---------|---------|---------|---------|---------|-------|---------|---------|---------|---------|---------|---------|---------|---------|-------|---------|---------|----------|----------|----------|---------|---------|---------|
| | | England average (All pupils) | EYFSP | YR1 Phonics | KS1 (Expected +) | | | KS2 (Expected +) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GLD | | | 32+ | Reading | Writing | Maths | Reading | Writing | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Eng: 68% | Eng: 80% | Eng: 74% | | | Eng: 72% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Pupils | All | 68% (19) | 69% (16) | 83% (18) | 83% (18) | 72% (18) | 67% (18) | 61% (18) | 56% (18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gender | Female | 78% (9) | 71% (14) | 75% (8) | 75% (8) | 63% (8) | 88% (8) | 88% (8) | 75% (8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male | 60% (10) | | 90% (10) | 90% (10) | 80% (10) | 50% (10) | 40% (10) | 40% (10) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadv. | Disadvantaged | 60% (5) | 75% (8) | 75% (4) | 75% (4) | 50% (4) | 67% (9) | 44% (9) | 44% (9) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Other | 71% (14) | 63% (8) | 86% (14) | 86% (14) | 79% (14) | 67% (9) | 78% (9) | 67% (9) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term Born | Autumn | 83% (6) | 83% (6) | 71% (7) | 71% (7) | 57% (7) | 75% (8) | 63% (8) | 38% (8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Spring | 50% (4) | 57% (7) | 100% (6) | 100% (6) | 83% (6) | 67% (6) | 67% (6) | 67% (6) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Summer | 67% (9) | 67% (3) | 80% (5) | 80% (5) | 80% (5) | 50% (4) | 50% (4) | 75% (4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Language | English | 63% (8) | 67% (9) | 70% (10) | 70% (10) | 60% (10) | 75% (8) | 50% (8) | 38% (8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not English | 73% (11) | 71% (7) | 100% (8) | 100% (8) | 88% (8) | 60% (10) | 70% (10) | 70% (10) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEN | No SEN | 100% (13) | 90% (10) | 93% (14) | 93% (14) | 79% (14) | 62% (13) | 77% (13) | 69% (13) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | SEN Support | 0% (6) | 20% (5) | 67% (5) | 67% (5) | 67% (5) | 80% (5) | 20% (5) | 20% (5) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ethnic Group | Asian | 100% (3) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Black | 75% (4) | 86% (7) | 67% (6) | 67% (6) | 33% (6) | 57% (7) | 57% (7) | 43% (7) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Mixed | 67% (3) | 67% (3) | 80% (5) | 80% (5) | 80% (5) | 67% (3) | 67% (3) | 67% (3) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | White | 50% (8) | 67% (3) | 100% (6) | 100% (6) | 100% (6) | 83% (6) | 67% (6) | 50% (6) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils to enjoy and feel confident with reading. Pupils enjoy reading because they are confident readers and are able to use a range of strategies to decode words. | <p>Year 1 Phonics results – 69% which is lower than National (80%) however this is affected by low cohort numbers with higher than national SEN. All other key stages reading attainment was above or in line with national. Pupil voice shows that pupils enjoy reading and feel more confident with strategies, pupils can successfully decode words.</p> <p><i>Reading is prioritised. A strong and well - embedded phonics programme helps pupils to learn to read at the earliest opportunity – Ofsted 23</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement in wider curriculum subjects is in line with non-pupil premium pupils and cultural capital is developed and sustained. | <p>Our overall attainment in the wider curriculum is in line with non-pupil premium pupils. Cultural capital has been a priority and St. Anne's now has a dedicated trips coordinator to ensure curriculum coverage relating to trips and experiences.</p> <p><i>Leaders are committed to developing pupils' responsibility through their engagement with the wider community – Ofsted '23</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance for pupil premium | Attendance for disadvantaged pupils continues to be a focus. Whilst attendance has improved the school continues to work with the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

