

Pupil premium strategy statement St Anne's CofE Primary School.

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

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

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	21%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Mark Farrell
Pupil premium lead	Caroline Sibson
Governor / Trustee lead	Joe Gilbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£66,610

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is to ensure that all disadvantaged pupils develop the academic, social and emotional foundations they need to thrive. We are committed to removing barriers to learning so that disadvantaged pupils achieve outcomes in line with, or exceeding, those of their peers. A particular priority for the school is raising attainment and accelerating progress in writing, with a strong focus on improving boys' engagement, confidence and stamina in their writing.

Our current Pupil Premium strategy works towards these objectives by strengthening high-quality teaching and embedding consistent, evidence-informed practice across the school. Targeted support is used to address specific gaps in pupils' writing knowledge and skills, ensuring that disadvantaged pupils receive timely and effective intervention.

Alongside this academic focus, we are responding to an increased need for mental health and pastoral support by prioritising pupils' wellbeing, confidence and emotional resilience.

A key element of our approach is the continued development of our Forest School provision. Forest School plays an important role in supporting pupils' wellbeing by building confidence, resilience, teamwork and self-regulation through outdoor learning. For many disadvantaged pupils, this aspect of our offer provides a vital opportunity to develop self-belief, reduce anxiety and re-engage positively with learning.

Our strategy is grounded in a commitment to excellent classroom practice, early identification of need and a responsive, collaborative approach across the school. Through this combined focus on academic improvement and holistic wellbeing—supported strongly by Forest School and our Pastoral Lead—we aim to secure sustained improvements in writing outcomes, particularly for boys, while ensuring all disadvantaged pupils feel confident, supported and ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and slower progress in writing for disadvantaged pupils Internal and external assessment shows that disadvantaged pupils are not yet achieving the same outcomes in writing as their peers, with fewer reaching age-related expectations.
	Gaps in key writing skills and knowledge Some disadvantaged pupils have gaps in vocabulary, spelling, sentence

	structure and writing stamina, which affect the quality and consistency of their written work.
2	Reduced engagement and confidence in writing tasks Many disadvantaged pupils lack confidence as writers and are less likely to sustain effort during extended writing activities, impacting progress over time.
3	Growing wellbeing and mental health needs affecting confidence and readiness to learn An increase in pupils experiencing anxiety, low self-esteem and reduced emotional wellbeing has had a direct impact on the confidence and learning readiness of disadvantaged pupils.
4	Limited self-belief and resilience in learning Some disadvantaged pupils struggle with self-regulation, perseverance and risk-taking in learning, which can hinder both academic progress and participation.
5	Limited self-belief and resilience in learning Some disadvantaged pupils struggle with self-regulation, perseverance, and risk-taking in learning, which can hinder confidence and resilience and therefore academic progress and participation.

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
Improved engagement and confidence in writing	Observations, book scrutinies, data, and pupil voice demonstrate that disadvantaged pupils are more confident writers and able to sustain effort across extended writing tasks. Engagement levels in writing activities are consistently high, and pupils participate writing activities.
Improved writing attainment and progress among disadvantaged pupils	KS2 writing outcomes by 2027/28 show a higher percentage of disadvantaged pupils meet the expected standard. Ongoing assessments and book scrutiny indicate consistent improvement in writing skills, including vocabulary, sentence structure, spelling, and stamina
Improved wellbeing and emotional resilience for disadvantaged pupils	Sustained high levels of wellbeing by 2027/28 demonstrated by qualitative data from pupil voice, parent surveys, and teacher observations. A measurable reduction in anxiety-related logs of concern and increased participation in

	school life and enrichment activities, particularly among disadvantaged pupils.
Increased self-belief and resilience in learning	Disadvantaged pupils demonstrate improved perseverance, self-regulation, and willingness to take academic risks. Evidence from lesson observations, behaviour records, and book scrutinies indicate that pupils independently tackle challenges and sustain effort in learning activities.
Sustained confidence and resilience supporting academic progress	Triangulated evidence from assessments, observations, and pupil voice shows that disadvantaged pupils maintain high levels of confidence and resilience, resulting in improved engagement and outcomes across subjects.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist music teacher in place for weekly lessons to teach children to play an instrument.	<p>A recent comprehensive review by Edith Cowan University (ECU) concluded that learning music in schools significantly supports children's and adolescents' wellbeing. They highlight improvements in self-confidence, emotional regulation, sense of belonging, motivation to learn, and social connections. https://phys.org/news/2025-07-music-young-people-flourish.html?utm_source=chatgpt.com</p> <p>The same review notes that music learning goes beyond just a "nice extra"—it can play a key role as a wellbeing strategy within schools.</p> <p>Another review pointed out additional social benefits: music-making supports prosocial</p>	10

	<p>skills, cooperation, empathy, and social emotional development — all of which support confidence, belonging and positive social interactions.</p> <p>https://www.mdpi.com/1660-4601/18/7/3668?utm_source</p>	
<p>Additional teacher in place to target the Pupil Premium children within these lessons.</p>	<p>The link between music education and broader academic attainment is also supported by earlier research. One report argues that learning an instrument can boost qualities like perseverance, self-discipline, motivation and aspirations — traits that transfer beyond music lessons and support achievement across the curriculum</p> <p>https://discovery.ucl.ac.uk/id/eprint/10092503/3/Hallam_The%20impact%20of%20instrumental%20music%20learning%20on%20attainment%20at%20age%2016.%20A%20pilot%20study_AAM.pdf?utm</p>	10
<p>Strategic meeting time for Head Teacher, Curriculum Lead and Music lead.</p>	<p>EEF’s “Putting Evidence to Work – A School’s Guide to Implementation” recommends that leaders have protected time to plan, coordinate, and monitor interventions, ensuring that Pupil Premium funding is used strategically and efficiently.</p>	38

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

Budgeted cost: £16,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff CPD for new reading interventions across the school.</p>	<p>According to a report by the National Literacy Trust (UK), children and young people who are most engaged with reading and writing report significantly higher levels of mental wellbeing than those who are least engaged. National Literacy Trust+2National Literacy Trust+2</p> <p>The same report found that children with better-than-expected reading skills are three times more likely to</p>	20

	have high levels of mental wellbeing than peers with below-expected reading skills. National Literacy Trust	
Employ TAs to run reading interventions for PP children across the school.	A holistic “double helix” approach to teaching reading and writing — combining systematic phonics with rich, meaningful reading and writing activities — is argued to foster both foundational literacy skills and a love of reading/writing, which supports long-term reading and writing development and motivation. University College	20
Purchase of additional books for targeted catch up support in phonics.	According to the research summary from Education Endowment Foundation (EEF), systematic phonics instruction — when matched to children’s current level of skill (phonemic awareness, knowledge of letter sound correspondences) — has a positive impact overall (on average about +5 months’ progress in early reading). EEF EEF guidance notes that phonics is more effective when children’s reading material is appropriate to their decoding level. EEF	20
Time for strategic meeting between English lead and senior leaders for targeted curriculum improvement and data analysis.	Regular strategic leadership meetings focused on curriculum development and data analysis are supported by research indicating that effective leadership has a significant impact on pupil outcomes—particularly for disadvantaged learners. The Education Endowment Foundation (EEF) highlights that high-quality teaching is the most powerful lever schools have to improve outcomes for disadvantaged pupils. Allocating protected leadership time for analysis, curriculum planning, and implementation monitoring ensures that teaching remains aligned with identified needs and is responsive to pupil progress data.	38

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

Budgeted cost: £ 23,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of pastoral lead to work with children across the school in group and one to one sessions.</p>	<p>There is strong evidence that social, emotional and mental health (SEMH) support has a positive impact on both wellbeing and academic outcomes, particularly for disadvantaged pupils. The Education Endowment Foundation (EEF) reports that Social and Emotional Learning (SEL) interventions have an average impact of +4 months' progress, with even greater gains when approaches are well-structured, consistently delivered and integrated into whole-school practice. A pastoral lead coordinating targeted one-to-one and small-group support ensures these principles are met.</p> <p>EEF research also notes that pupils with greater emotional regulation, resilience and confidence demonstrate improved engagement, behaviour for learning, and readiness to participate in classroom tasks—critical foundations for progress in writing, reading and wider curriculum areas. Structured pastoral support helps reduce barriers arising from anxiety, low self-esteem, poor emotional regulation and social difficulties, all of which disproportionately affect disadvantaged pupils.</p>	<p>26</p>
<p>Employment of pastoral lead for an extra afternoon each week to run Forest School with vulnerable pupils.</p>	<p>Forest School and outdoor learning programmes are supported by a growing body of evidence showing positive impacts on pupils' wellbeing, confidence, emotional regulation and engagement—benefits that are particularly significant for vulnerable and disadvantaged pupils. Research from the Education Endowment Foundation (EEF) highlights that Social and Emotional Learning (SEL) approaches can improve attainment by up to +4 months, with stronger effects when pupils build relationships, develop self-management skills and</p>	<p>20</p>

	<p>engage in experiential learning—core components of Forest School practice.</p> <p>Having a pastoral lead deliver Forest School ensures these benefits are integrated within a wider SEMH strategy and aligned to individual pupils’ support plans. The pastoral lead can provide continuity of care, build trusted relationships and tailor Forest School activities to specific emotional or behavioural needs, thereby strengthening impact.</p>	
<p>Forest School training for four members of staff.</p>	<p>Forest School and outdoor learning programmes are supported by a growing body of evidence showing positive impacts on pupils’ wellbeing, confidence, emotional regulation and engagement—benefits that are particularly significant for vulnerable and disadvantaged pupils. Research from the Education Endowment Foundation (EEF) highlights that Social and Emotional Learning (SEL) approaches can improve attainment by up to +4 months, with stronger effects when pupils build relationships, develop self-management skills and engage in experiential learning—core components of Forest School practice.</p> <p>Studies of Forest School programmes in UK primary settings (e.g. O’Brien & Murray, 2007; Knight, 2011) consistently report improvements in:</p> <ul style="list-style-type: none"> • self-esteem and confidence; • resilience, problem-solving and perseverance; • emotional wellbeing and stress reduction; • social skills, cooperation and communication; • motivation and engagement back in the classroom. <p>Outdoor learning also provides a low-pressure environment where pupils can develop independence, risk-taking, and self-belief—factors identified</p>	<p>38</p>

	by the DfE and Public Health England as central to mental health and readiness to learn. Vulnerable pupils, including those experiencing anxiety or low confidence, often benefit from a calmer, more relational environment, which supports stronger emotional regulation and coping strategies.	
Purchase of Forest School equipment.	See above	38
Employment of 2 members of staff to run extra Forest School sessions twice a week with classes.	<p>Forest School and outdoor learning programmes are supported by a growing body of evidence showing positive impacts on pupils' wellbeing, confidence, emotional regulation and engagement—benefits that are particularly significant for vulnerable and disadvantaged pupils. Research from the Education Endowment Foundation (EEF) highlights that Social and Emotional Learning (SEL) approaches can improve attainment by up to +4 months, with stronger effects when pupils build relationships, develop self-management skills and engage in experiential learning—core components of Forest School practice.</p> <p>Studies of Forest School programmes in UK primary settings (e.g. O'Brien & Murray, 2007; Knight, 2011) consistently report improvements in:</p> <ul style="list-style-type: none"> • self-esteem and confidence; • resilience, problem-solving and perseverance; • emotional wellbeing and stress reduction; • social skills, cooperation and communication; • motivation and engagement back in the classroom. <p>Outdoor learning also provides a low-pressure environment where pupils can develop independence, risk-taking, and self-belief—factors identified by the DfE and Public Health England</p>	12

	<p>as central to mental health and readiness to learn. Vulnerable pupils, including those experiencing anxiety or low confidence, often benefit from a calmer, more relational environment, which supports stronger emotional regulation and coping strategies.</p>	
<p>Payment of overtime for strategic Forest School meetings.</p>	<p>Effective implementation is a key factor in the success of any intervention, and the Education Endowment Foundation (EEF) stresses that well-planned, well-coordinated approaches are significantly more impactful than those delivered without structured leadership or monitoring. Allocating protected time—such as paid overtime—for strategic Forest School planning ensures high-quality delivery, consistent practice and clear alignment with whole-school wellbeing and curriculum priorities.</p> <p>Research on Forest School programmes (O'Brien & Murray, 2007; Knight, 2011) highlights that successful outcomes for vulnerable pupils depend on:</p> <ul style="list-style-type: none"> • coherent long-term planning, • regular review of pupil needs, • tailored activities that support emotional regulation, confidence and resilience, and • strong communication between pastoral staff, class teachers and leadership. 	<p>38</p>

Total budgeted cost: £60,691

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the previous academic year, drawing on national assessment data, internal summative assessments and teacher judgements. Last year, 80% of pupils achieved the expected standard in writing, outperforming the national average of 72%. However, current internal data shows that only 49% of the present cohort are working at age-related expectations in writing. This cohort includes a high proportion of disadvantaged pupils (13 out of 33, approximately 39%), and writing attainment is low across the school. Our disadvantaged pupils, along with boys in particular, are not yet reaching their potential in writing, with gaps evident in vocabulary, stamina, transcription skills and confidence.

We have compared outcomes for disadvantaged pupils with those of non-disadvantaged pupils in school and with national and local benchmarks. While last year's cohort achieved strongly, our analysis shows that disadvantaged pupils in the current cohort are making slower progress, particularly in writing, partly due to lower confidence, reduced engagement and wider wellbeing needs. School observations, attendance information and pastoral records indicate that increased anxiety, lower resilience and reduced readiness to learn continue to affect some disadvantaged pupils' performance.

Taking all evidence into account, the performance of our disadvantaged pupils did not fully meet expectations, and we are partially on track to achieve the outcomes set out in our strategy for 2027/28. Our evaluation shows that strengthened teaching practice, targeted intervention and the development of Forest School and pastoral provision have had a positive impact on wellbeing, resilience and engagement. However, writing remains a significant area for improvement, especially for disadvantaged pupils and boys. In response, we have reviewed and refined our strategy for this academic year to ensure a more precise focus on writing skills, improved intervention, and continued investment in wellbeing and emotional support.

Externally provided programmes

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

Programme	Provider
None	

Service pupil premium funding (optional)

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**

Our Service Pupil Premium allocation was used to provide targeted pastoral and academic support to ensure service children were well-supported socially, emotionally and academically. Funding contributed to dedicated pastoral sessions with the pastoral lead, enabling pupils to develop emotional resilience, confidence and a sense of stability. Service pupils also accessed Forest School provision, which supported wellbeing, self-esteem and positive relationships during periods of transition or parental deployment.

In addition, part of the allocation supported phonics and early reading provision, ensuring service children received high-quality, targeted teaching to strengthen foundational literacy skills and maintain continuity in learning. Together, these approaches provided a holistic package of emotional and academic support tailored to the needs of our service pupils.

The impact of that spending on service pupil premium eligible pupils

The support funded through the Service Pupil Premium had a positive impact on the wellbeing, confidence and academic engagement of service pupils across the school. Pastoral sessions provided a stable and trusted space for pupils to talk through worries related to deployment, family transition or changes in routine. As a result, pupils demonstrated increased confidence when transitioning to new classes and displayed greater readiness to engage with learning.

Forest School provision further strengthened pupils' emotional resilience and social development. Observations showed improved peer interactions, with service pupils mixing more confidently with classmates, engaging positively in group activities and developing stronger cooperative skills. Many pupils who previously experienced school-based anxiety were able to participate more fully, showing calmer learning behaviours and improved self-regulation.

Targeted phonics support contributed to stronger academic foundations, helping service pupils maintain continuity in their reading development even during periods of disruption. Progress data indicates improved reading confidence and secure phonic knowledge for those receiving additional support.

Overall, the combined pastoral, wellbeing and academic provision has supported smoother transitions, better emotional wellbeing and sustained academic progress for our service pupils.

Further information (optional)

Our pupil premium strategy is supported by a range of additional activity that is not funded through pupil premium but contributes significantly to improving outcomes for disadvantaged pupils. This year, we are introducing **school goats** as part of our well-being provision. This initiative is designed to support pupils experiencing anxiety by providing a calming, therapeutic presence on site. Research into animal-assisted intervention suggests that regular contact with animals can help reduce stress, build emotional regulation and increase pupils' readiness to learn, particularly for those who struggle with confidence or transitions.

We have also invested in improving our **indoor and outdoor library spaces**, ensuring pupils have access to high-quality, engaging texts that promote a love of reading. The enhanced library environment supports our wider aim of improving writing by increasing pupils' exposure to rich vocabulary, diverse literature and reading for pleasure.

In addition, our newly developed **sensory room** offers targeted regulation support for pupils with sensory, emotional or behavioural needs. This space provides a safe, calming environment that helps pupils manage anxiety, improve focus and return to learning more effectively. Together with Forest School, pastoral support and enrichment opportunities, these activities provide a holistic offer that promotes wellbeing, resilience and engagement across the school.

In planning our current strategy, we evaluated the impact of previous activity to understand which approaches had the strongest effect on disadvantaged pupils. This process included analysing assessment data, reviewing books, observing teaching and learning, and gathering the views of pupils, parents and staff. We identified that wellbeing, confidence and emotional regulation play a significant role in the progress of our disadvantaged pupils, particularly in writing, which directly informed our investment in pastoral provision, therapeutic approaches and the sensory environment.

We drew on evidence from the Education Endowment Foundation and wider research to guide decisions about curriculum development, targeted intervention and the implementation of wellbeing and SEMH provision. The EEF's implementation guidance helped us diagnose need, select evidence-informed approaches and ensure that new initiatives—such as the goats, library redevelopment and sensory room—are introduced in a planned and sustainable way.

A structured evaluation framework is in place, with regular monitoring of academic progress, engagement in interventions, wellbeing indicators and the impact of our wider strategies. Findings will continue to inform adjustments to the strategy so that disadvantaged pupils receive responsive, high-quality support that enables them to thrive academically, socially and emotionally.