

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Anne's Catholic High School for Girls
Number of pupils in school	974
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 and 2024/2025 2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Loveland Headteacher
Pupil premium lead	Paul Gillespie Christelle Labonne
Governor / Trustee lead	John Donnelly, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,510 est
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Anne's, we are committed to using pupil premium funding strategically to remove barriers to learning and ensure that disadvantaged students achieve in line with their peers. Our intent is to provide targeted academic, pastoral, and enrichment opportunities that enable every student to thrive academically, socially, and emotionally.

We will focus on:

- Strengthening literacy, language, and communication so that students can access the full curriculum.
- Building cultural capital through enrichment, clubs, and trips that broaden horizons and raise aspirations.
- Improving attendance and punctuality so that learning time is maximised.
- Providing a safe, supportive environment with strong pastoral care to nurture confidence and resilience.

We recognise that disadvantaged students face diverse challenges and that no single strategy meets all needs. Our funding will therefore be allocated flexibly and responsively, with a particular focus on supporting the lowest-attaining learners, while ensuring that every disadvantaged student has the opportunity to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Some students require additional support with language comprehension and literacy. Baseline tests for Year 7 show that disadvantaged students are more likely to struggle in this area, making the curriculum harder to access and discouraging full engagement in lessons.
2	Limited background knowledge and a narrow vocabulary restrict some students' ability to access the curriculum. Gaps in understanding of key terms and concepts can reduce engagement and confidence in learning.
3	A number of disadvantaged students need to build confidence. Low self-belief and misconceptions about their ability can reduce motivation, leading to reluctance to complete tasks, work collaboratively, or participate in extra-curricular activities.
4	Some students display poor learning behaviours and find it difficult to engage in lessons. These barriers are often linked to individual circumstances, but they reduce motivation and make it harder for students to reach their potential.
5	Attendance and punctuality remain a challenge for some disadvantaged students. Low attendance or frequent lateness disrupts learning and progress. Targeted support for students and families is essential to improve attendance and reduce persistent absence.

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
Improve literacy skills among disadvantaged learners	By July 2026, the average reading age gap between disadvantaged and non-disadvantaged students will reduce by at least 6 months (measured via NGRT/reading assessments).
Build stronger subject knowledge and vocabulary	Disadvantaged students will demonstrate at least a 10% increase in subject-specific vocabulary scores (baseline vs end-of-year testing).
Increase confidence, participation, and cultural capital	By July 2026, at least 90% of disadvantaged students will have participated in one or more enrichment opportunities (clubs, trips, leadership, or competitions), as tracked via Arbor and extracurricular registers.
Raise attainment across all subjects	Progress 8 score for disadvantaged students will improve year-on-year, aiming to be in line with or within 0.2 of non-disadvantaged peers by July 2026.
Increase engagement with homework	At least 90% of disadvantaged students will regularly complete homework to an acceptable standard, monitored via Arbor homework logs and teacher checks. The gap in completion rates between PP and non-PP students will be less than 5%.
Address knowledge and skills gaps through targeted support	Students attending intervention sessions will demonstrate at least one subgrade of improvement in identified subjects, measured through assessments and tutor feedback.
Improve attendance and punctuality	Disadvantaged students' attendance will rise to at least 95% (or within 1% of non-disadvantaged peers), and persistent absence will reduce by at least 5% compared with 2024/25 figures.
Maintain high level of pastoral support and mental health provision	Termly surveys and feedback will show that at least 90% of disadvantaged students feel supported in school. Case studies from the Inclusion Team, counsellor, and mentors will evidence timely intervention and impact.
Increase access to technology and digital learning	By December 2025, all disadvantaged students who require one will have access to a laptop and internet. 100% of these students will report that they are able to complete homework and independent learning digitally.

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: £155,707

Activity	Evidence that supports this approach
Improve literacy levels across all subjects by encouraging regular reading, strengthening library use, and ensuring all students carry a reading book.	Disciplinary literacy is vital for accessing increasingly complex subject content. Improving Literacy in Secondary Schools (EEF). Reading comprehension, vocabulary, and literacy skills are strongly linked to attainment in both maths and English (OUP "Word Gap" research).
Teacher access to CPD, including supply cover for release, to improve pedagogy and consistency.	EEF Pupil Premium Guide: Teaching quality is the top priority. CPD equips staff to deliver high-quality teaching. We have also identified a new middle leader to develop and mentor less experienced staff, building capacity across the school.
Provide disadvantaged students with laptops and internet access for home learning, alongside structured use of online resources.	EEF Evidence Review: Digital technology can improve independent learning and revision when used effectively. Access to devices is crucial for equity.
Maintain targeted non-teaching support for PP students in lessons.	EEF Teaching & Learning Toolkit highlights the positive impact of targeted, in-class support on progress and attainment for disadvantaged students.

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

Budgeted cost: £ 28,201

Activity	Evidence that supports this approach
After-school study provision for KS4 students, giving access to quiet space, computers, and resources for homework and revision.	EEF: Homework provision can positively impact attainment, especially when students have structured time and resources (Homework
“Boost My Skill” small-group intervention sessions in targeted subjects.	Small-group tuition has strong evidence for improving attainment, particularly when focused on specific gaps (EEF Toolkit: Small Group Tuition).
One-to-one support for students at risk of underachievement.	EEF: One-to-one tuition is highly effective in accelerating progress when carefully targeted.
Learning Support Coordinator in a pastoral role, linking with families to address barriers to progress.	Strong home–school links improve attendance, engagement, and wellbeing. Evidence from EIF (Adolescent Mental Health Review) supports school-based intervention effectiveness.
Mastery focus groups in KS3 to address gaps caused by lost learning.	EEF: Mastery Learning approaches and evidence on Covid-19 recovery highlight the effectiveness of consolidation and structured catch-up.
Year 7 Herts Young Mariners Base trip (fully funded for PP students).	Ensures equitable access to induction and team-building experiences, building confidence and belonging.

Funding Duke of Edinburgh registration for PP students.	DofE builds resilience, independence, and organisation – skills strongly linked to long-term outcomes.
Support for subject-led trips and visits, including travel costs for PP students.	Participation in cultural and subject-specific trips increases engagement, broadens horizons, and builds cultural capital.

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

Budgeted cost: £119,602

Activity	Evidence that supports this approach
Provide disadvantaged students with opportunities to join clubs, teams, and extracurricular activities (sport, arts, leadership, enrichment).	EEF: Participation in physical activity and enrichment is associated with improved wellbeing, behaviour, and attainment. Engagement in structured activities also supports teamwork, resilience, and cultural capital.
Maintain strong pastoral support and links with home through mentors, counsellors, and proactive communication with families.	EEF: Parental Engagement shows strong links between home–school collaboration and improved academic outcomes, particularly for disadvantaged students.
Ensure PP students have equal access to study resources and online platforms to support independent learning and revision.	ResearchGate: Laptop Programs for Students demonstrates that digital access improves engagement, participation, and attainment. Equity of access reduces homework and revision gaps.
Provide consistent nutrition, including meal subsidies for PP students no longer entitled to FSM, and breakfast club provision.	Evidence shows that regular, nutritious meals improve concentration, behaviour, and attainment (Effects of Breakfast on Behaviour and Academic Performance in Children)

2022/23

- **Mastery / Boost My Skill Sessions:** Provided targeted support for students who needed additional help in key subjects. Tailored instruction built confidence and improved attitudes toward learning.
- **After-School Study Programme:** Offered quiet spaces and computer access for homework and revision. Helped foster responsibility, time management, and ownership of learning.
- **Literacy Development:** Focused on reading across the curriculum and increased use of the school library. Literacy improvements supported progress in English, maths, and other subjects.
- **Technology Access:** Distribution of laptops and internet support for disadvantaged families improved access to online resources.
- **Enrichment Opportunities:** A high proportion of students participated in at least one activity or trip, broadening horizons and promoting teamwork.

2023/24

- **Teacher CPD:** High-quality professional development, especially in literacy and adaptive teaching, strengthened classroom provision. A new middle leader role supported less experienced staff.
- **Mastery Learning:** Continued small-group and consolidation sessions ensured that gaps in understanding were addressed at KS3.
- **Enrichment and Cultural Capital:** More disadvantaged students accessed trips, clubs, and enrichment opportunities, promoting confidence and resilience.
- **Pastoral Care:** Enhanced home–school links helped reduce barriers and improved engagement.

2024/25

- **Boost My Skill & National Tutoring Programme:** Expanded to reach more students, targeting specific knowledge gaps with small-group and one-to-one support.
- **After-School Study Programme:** Continued to provide structured homework and revision time in a supportive environment.
- **Homework Support:** Increased monitoring and provision of quiet study space improved completion rates.
- **Enrichment and Leadership:** Opportunities broadened further, with disadvantaged students supported to take part in Duke of Edinburgh, residential trips, and subject-based visits.
- **Pastoral Support and Wellbeing:** Ongoing work from the Inclusion Team, counsellor, and mentors helped reduce barriers, and student feedback indicated that provision was valued and impactful.
- **Project Elevate (Mentoring):** Introduced individual teacher mentoring to identify and address barriers to learning such as attendance, resources, and revision strategies.