Pupil premium strategy statement – St. Anne's Catholic High School for Girls

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 students last academic year (Summer 2026).

School overview

Detail	Data
Number of pupils in school	864
Proportion (%) of pupil premium eligible pupils	32%
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 - 2028
Date this statement was published	September 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Emma Loveland Headteacher
Pupil premium lead	Damien Delaney Deputy Headteacher
Governor / Trustee lead	Clara Seary Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,143
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£315,143

Part A: Pupil premium strategy plan

Statement of intent

At St. Anne's Catholic School, our mission is that every child flourishes academically, personally and spiritually, regardless of their background or starting point.

We believe disadvantage should never limit aspiration or achievement. Guided by our Catholic values, we are committed to removing barriers to learning through ambitious expectations, exceptional teaching and targeted support, enabling every student to become the very best version of themselves.

Our ultimate aim is that disadvantaged students achieve highly, attend well, engage fully in school life and leave St. Anne's with the knowledge, character and aspirations to succeed.

Underpinned by evidence from the Education Endowment Foundation (EEF) and aligned with our School Development Plan, our strategy prioritises high-quality teaching, targeted academic and pastoral support, improved attendance and meaningful enrichment opportunities, ensuring resources are directed where they have the greatest impact.

Challenges

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

Challenge number	Detail of challenge
1. **Attendance**	Attendance for some of our disadvantaged students remains below where we want it to be i.e. 96%. Persistent absence continues to impact learning for a small number of students.
2. **Literacy & Reading**	Some disadvantaged students enter school with lower reading fluency and vocabulary, limiting access to the wider curriculum
3. **Academic Progress**	Progress gaps remain between disadvantaged students and their peers in some curriculum areas
4. **Social, Emotional & Mental Health**	Increasing levels of anxiety, emotional wellbeing concerns and external pressures affect engagement and learning for some students.

5. Cultural Capital & Aspirations	Some disadvantaged students have fewer opportunities to access enrichment, leadership experiences and employer engagement outside school.
6. SEND & Multiple Vulnerabilities	A proportion of disadvantaged students also have SEND or additional vulnerabilities requiring personalised support.
7. Parental Engagement	Some families require additional support to engage confidently with school and support learning at home.

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
Students experience high **quality teaching** on a daily basis.	• Disadvantaged students make at least expected progress from their individual starting points across the curriculum. • Attainment gaps between disadvantaged students and their peers continue to diminish at each key stage. • Identified students demonstrate improved reading fluency, comprehension and confidence, enabling full access to the curriculum. • Disadvantaged students consistently access ambitious, high-quality teaching, evidenced through progress, engagement and classroom practice.
Improved **attendance** & punctuality	• Attendance of disadvantaged students improves and moves closer to or exceeds national averages. • Persistent absence among disadvantaged students reduces year on year. • Identified students with attendance concerns receive timely support, resulting in sustained improvements in attendance and punctuality.
Growth in students' **personal development** which see results in an increase in confidence, self-esteem and engagement in school life	• Disadvantaged students participate fully in enrichment, extracurricular activities and educational visits. • Students demonstrate increased confidence, resilience, independence and positive wellbeing. • Disadvantaged students actively engage in leadership, service and wider school opportunities, reflecting the school's Catholic values.
Students' **behaviour & attitudes** show significant	• Behaviour incidents, suspensions and repeat behaviour concerns for disadvantaged students reduce over time. • Disadvantaged students demonstrate consistently positive attitudes to learning, reflected in engagement,

improvement. Students are happier.	effort and classroom conduct. • Strong pastoral and restorative approaches contribute to positive relationships, improved self-regulation and successful reintegration where required.
Students have clear **destinations**	• All disadvantaged students successfully progress to sustained education, employment or training. • No disadvantaged student becomes NEET. • Disadvantaged students are well prepared for their next stage through effective careers education, guidance and aspiration-raising opportunities.

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: £ *160,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to be able to engage fully with the Text Savvy Programme -	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit/oral-language interventions	1,2,3
Ensure quality first teaching through a comprehensive professional development programme to develop teaching practices and include the best of current pedagogical developments. Audit effective implementation of	The EEF Guide to Pupil Premium states that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'	1,2,3,6
Continued enhancement of provision for disadvantaged students through purchase of resources, supporting effective delivery of our curriculum and supporting excellent progress at KS3 and KS4.	Ensuring that our rich curriculum is maintained through the continued enhancement of provision, provides disadvantaged students with the important foundation for them to improve their outcomes.	4,6,7
Trained and appointed a SENDO to focus on Year 7 and 8 and further teaching assistants.	Teaching assistants can provide a large positive impact on learner outcomes.'	4,5,7

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

Budgeted cost: *£ 35,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exceptional Transition Programme *(6 to 7, 9 to 10, 11 to 6th Form)*	Ensures equitable access to induction and team-building experiences, building confidence and belonging.	1,5,7
Learning Support Coordinator for each year group. Building and maintaining strong relationships with students and their families so any barriers can be addressed in a bespoke way e.g. take part in group work	Strong school-home links impact attendance, engagement in school life, wellbeing positively. Evidence from EEF (Adolescent Mental Health Review) supports school-based intervention effectiveness.	1,4, 6,
Ensuring equity of access to school trips, projects; including Film Skool, trips aboard, DoE and meet any digital and travel needs.	EEF Evidence Review: Digital technology can improve independent learning and revision when used effectively. Access to devices is crucial for equity.	1,5,6
Mastery Groups at KS3 & 4 to support progress and address any gaps. Focus on reading fluency.	Literacy is vital for accessing increasingly complex subject content. Reading comprehension, vocabulary and literacy skills are strongly linked to attainment in maths and English (OUP "word gap" research)	1,2,3

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

Budgeted cost: £ *125,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Home visits EWO Partnership, bespoke attendance plans, attendance mentoring.	EEF and DfE guidance indicates that targeted attendance support, strong family engagement and multi-agency working are effective in improving attendance and reducing persistent absence.	1,2,3,6

Behaviour & Attitude: Restorative proactive, student mentoring, behaviour support, positive recognition, student leadership.	EF's *Improving Behaviour in Schools* guidance recommends consistent behaviour systems, positive reinforcement and targeted support to improve behaviour, engagement and learning.	3,4,6
Mental Health & Wellbeing: School Counsellor, Emotional Support Mentors, Catholic Life Provision, CPSHE (LLL) and RSE curriculum.	EEF's *Improving Social and Emotional Learning in Secondary Schools* guidance highlights that explicit teaching of social and emotional skills, supported by targeted pastoral provision, improves wellbeing, engagement and learning.	2,3,4,5
Personal Development: Careers Programme, employer engagement, Arts Mark programme, Student Leadership, Artist in Residence, Diversity programme, Enrichment Tracking, Transitions Programme	EEF: Participation in physical activity and enrichment is associate with improved wellbeing, behaviour and attainment. Engagement in structures activities also supports teamwork, resilience, and cultural capital.	1,2,3,5,7
Safeguarding: Online safety newsletter produced, multi-agency working, prevent educations, safeguarding mentoring, family support provided.	EEF guidance and statutory safeguarding guidance indicate that early identification, targeted support, preventative education and effective multi-agency working improve pupil safety, engagement and access to learning.	4,6,7
Parental Engagement: workshops, home-school meetings, family learning opportunities, community events, literacy support.	EEF: Parental Engagement shows strong links between home-school collaboration and improved academic outcomes, particularly for disadvantaged students.	1,3,6,7

Total budgeted cost: £320,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils' outcomes in the 2025 to 2026 academic year.

Pupil Premium Strategy Outcomes

Over the course of the academic year, we have continued to improve our vigorous programme of learning walks and student voice. These have helped to improve the quality of teaching which benefitted all students and their outcomes. Assessments to identify gaps in learning are embedded into our practice, intervention support have supported the increase in student attainment. Our strategy has helped to reduce the attainment gap between PP and non-PP students.

Key Headlines

89% of our pupil premium students achieved a grade 4 or above in English GCSE

74% of our pupil premium students achieved a grade 4 or above in Maths GCSE.

73% of our pupil premium students achieved a grade 4 or above in their Maths and English GCSE exam combined.

100% of our pupil premium students achieved a grade 4 or above in these subjects: Art, Biology, Chemistry, Computer Science, Graphics and Physics.

90% of our pupil premium students achieved a grade 4 or above in these subjects: Art, Biology, Chemistry, Computer Science, Food Technology, Graphics and Physics Spanish and Textiles

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
CATS	GLS
PASS	GLS

Arbor Parent App to track attendance and behaviour	Arbor
PiXL	PiXL
Pupil Progress	Pupil Progress

• Planning for all rather than some' – Curriculum focus on scaffolding 'up' rather than differentiating down; our majority mixed-ability classes enable a non-assumptive starting point in every lesson. Ongoing staff CPD focus

• 'Needs of all our students' rather than targeted PP interventions – we always try to implement whole year group or subject interventions, thus ensuring 'Inclusion in school life' rather than exposing any disadvantaged students. Interventions have continued to run in this way this year

• We recognise the need for our disadvantaged students to fit in, recognising the socio-economic gap and we work as a school to ensure our disadvantaged students don't feel left out of the norm – therefore we insist on excellent relationships, and staff knowing each student– non-Pupil Premium focus but knowing they're PP.

• Early reading assessments in Y7 – as early as possible in Y7, due to more than 25 primary school feeders, all students have very different experiences – important to benchmark reading standards early on. Students are completing their reading and CATs test before Autumn half term.

• It is important for us that all students are represented and included in students' forums and in the wider life of the school and our student voice is representative of our whole school community including our disadvantaged students.

• We have students from across the school taking part in leadership activities, such as the Junior Leadership Team, JLT. These opportunities are open to all students, and we work hard to ensure that every student including our disadvantaged students have equality of access to these opportunities.

• We have good links with the behaviour support service.

• We are working with the BSS transition team to support the most vulnerable students experiencing difficulties with the transition to secondary school.

• We have a mental health team including a school counsellor, that all students can be referred to for support with any issue.

• We celebrate the achievements of all our students regularly in our weekly gatherings.

• Our gathering and assembly programmes cover a range of topics both statutory and non-statutory and is designed to educate and inform all our students about the wider

world. Topics covered include, British Values, Black History Month, the media and 'fake news' and assemblies on personal safety and keeping safe online. The aim is to provide all student regardless of their starting point with a depth of knowledge on these topics.

• All students including our disadvantaged students have access to the clubs offered in school. Our co-curriculum timetable is shared with parents and students and is something we are looking to develop further to ensure that the clubs and activities reflect the interests of all our students. Arbor enables us to track the attendance of all student groups at co-curricular clubs including our PP students.