St. Anne's Catholic School Pupil Premium Strategy Statement 2026–2027

Vision

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 strategy is underpinned by evidence from the **Education Endowment Foundation (EEF)** and is fully aligned with our School Development Plan priorities. It focuses on securing excellent outcomes through high-quality teaching, strong attendance, inclusive practice, effective pastoral care and rich personal development opportunities.

A. Challenges

Following evaluation of internal and external data, we have identified the following key challenges affecting some of our disadvantaged students.

	Challenge	Evidence
1	**Attendance**	Attendance for 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 and Mental Health**	Increasing levels of anxiety, emotional wellbeing concerns and external pressures affect engagement and learning for some students.
5	**Cultural Capital and Aspirations**	Some disadvantaged students have fewer opportunities to access enrichment, leadership experiences and employer engagement outside school.
6	**SEND and 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.

B. Intended Outcomes:

	Area	Intended Outcomes by July 2027
1	Quality of Education	• Disadvantaged students make at least expected progress from their starting points. • Gaps in attainment continue to narrow across all key stages. • Reading fluency improves for identified students. • High-quality teaching consistently meets the needs of disadvantaged learners.
2	Attendance	• Attendance for disadvantaged students improves towards national averages. • Persistent absence reduces significantly. • Students engage positively with school life.
3	Personal Development	• High participation in enrichment across all disadvantaged groups. • Students demonstrate resilience, confidence and positive wellbeing. • Students access meaningful leadership opportunities.
4	Behaviour for Learning	• Behaviour incidents and suspensions reduce. • Students demonstrate positive attitudes towards learning. • Restorative approaches strengthen relationships.
5	Destinations	• 100% sustained destinations. • No disadvantaged student becomes NEET.

C. Strategies:

Our strategy reflects the three-tiered approach advocated by the **EEF**—**high-quality teaching**, **targeted academic support** and **wider strategies**—which is also the structure expected in the DfE's Pupil Premium Strategy Statement. It aligns closely with our School Development Plan, giving governors a clear line of sight from funding decisions to measurable impact on disadvantaged students' outcomes, attendance, and wellbeing and life chances.

	Strategy	Actions	Success Indicators
1	**High Quality Teaching** *EEF states that high-quality teaching has the greatest impact on closing the disadvantage gap*	• Evidence-informed CPD programme. • WalkThrus instructional coaching. • Adaptive teaching training. • Whole-school literacy strategy. • Reading fluency intervention. • Curriculum sequencing reviewed. • High-quality assessment cycle. • Department reviews focused on disadvantaged learners. • Arbor training to improve use of assessment information	• Improved classroom practice. • Increased progress measures. • Positive learning walk evidence. • Improved reading ages. • Narrowing attainment gaps.
2	**Targeted Academic Support**	• Reading interventions. • SEND interventions. • Small-group tuition. • Subject-specific intervention. • Revision programmes. • Homework support. • Study skills. • GCSE mentoring. • Sixth Form transition support.	• Improved progress. • Improved literacy. • Increased examination outcomes. • Positive destination data.
	Wider Strategies		
	Attendance Bespoke attendance plans. Home visits. Attendance mentoring. EWO partnership.	***Behaviour*** Restorative practice. Student mentoring. Behaviour support. Student Leadership. Positive recognition.	***Mental Health & Wellbeing*** School Counsellor. Emotional Support Mentors. Wellbeing programme. Catholic Life provision. CPSHE and RSE curriculum.

	Attendance rewards. Attendance data reviews.	Pastoral interventions.	
	Personal Development Careers programme. Employer engagement. University visits. Artsmark programme. Student leadership. Duke of Edinburgh (where appropriate). Artist in Residence. Diversity programme. Enrichment tracking. Transition programmes.	***Safeguarding*** Online Safety. Family support. Multi-agency working. Safeguarding mentoring. Prevent education.	***Parental Engagement*** Parent workshops. Careers input. Literacy support. Home-school meetings. Family learning opportunities. Community events.

D. Monitoring and Evaluated by carrying out:

- Half-termly progress meetings.
- Attendance analysis.
- Behaviour analysis.
- Reading data.
- Intervention evaluations.
- Student voice.
- Parent voice.
- Staff feedback.
- Governor monitoring.
- Pupil Premium reviews.
- Headteacher reports.
- Subject reviews.
- Destination data.
- SEND reviews.

E. Success Criteria by July 2027:

- Disadvantaged attendance continues to improve.
- Persistent absence is significantly reduced.
- Progress gaps continue to narrow.
- Reading ages improve.
- More disadvantaged students achieve strong GCSE outcomes.
- Suspension rates reduce.
- Participation in enrichment exceeds/widens than previous years.
- Students report high levels of belonging and wellbeing.
- Parents report improved engagement with school.
- Zero NEET.
- Disadvantaged students access ambitious post-16 pathways.

F. How this connects to St. Anne's School Development Plan

	School Priority	Pupil Premium Contribution
1	**Leadership & Governance**	Leaders monitor disadvantaged outcomes and evaluate the impact of funding.
2	**Curriculum & Teaching**	Evidence-informed teaching, adaptive practice and literacy improve access to learning.
3	**Attendance & Behaviour**	Personalised attendance support and restorative approaches improve engagement.
4	**Personal Development**	Equitable access to enrichment, leadership, careers and wellbeing opportunities.
5	**Achievement**	Targeted interventions accelerate progress and improve outcomes.
6	**Inclusion**	Barriers are identified early and support is personalised for disadvantaged learners.
7	**Safeguarding**	Vulnerable students receive coordinated safeguarding and pastoral support.