

Pupil premium strategy statement Warrington St. Ann's CE 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 [over three years](#) and 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	Warrington St. Ann's CE Primary School
Number of pupils in school	177 & Nursery
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	Autumn 2023
Date on which it was first reviewed	Autumn 2024
Date on which it will be reviewed next	Autumn 2025
Statement authorised by	Kate Keen
Pupil premium lead	Kate Keen
Governor / Trustee lead	Rev. Shirley Cowan

Funding overview

Detail	Amount academic Year 2024/5
Pupil premium funding allocation this academic year	£147,799 (including PP, Post LAC and Service chn premium)
Recovery premium funding allocation this academic year	£0
Pupil premium funding (& recovery premium) carried forward from previous years (enter £0 if not applicable)	£6232
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	£154.031

Part A: Pupil premium strategy plan

Statement of intent

At St Ann's Primary School we have high aspirations and ambitions for all our children and we believe that no child should be left behind. Our motto is "Where Everyone Matters". We are determined that every child should be given the chance to realise their full potential, whatever their background or circumstance.

Our intention at Warrington St. Ann's is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve as highly as they can from their starting points in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well. We will consider the challenges faced by vulnerable pupils, such as those who are looked after, have a social worker or are a young carer.

As a school we recognise the impact that factors of deprivation can have on a child's progress and attainment within school and are fully committed to overcome any barriers presented in order to accelerate progress of individuals and ensure that each child can fulfil their true potential and compete favourably with their peers as they move on to the next stage of their education.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach at St Ann's, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are appropriately challenged
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This also impacts the learning of disadvantaged children who have a different first language to English.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and mental mathematics skills than their peers. This negatively impacts their development as readers, writers and mathematicians.
3	Our assessments and observations indicate that achievement in writing, particularly for more able writers, is negatively impacted by less exposure to reading and story / writing language and the children's grammatical understanding.
4	The impact of coronavirus has meant that there were significant gaps in mathematical knowledge. This was even more so for disadvantaged pupils. The school continues to work on closing these gaps.
5	Pupils and families have social and emotional difficulties, including physical and mental health issues. Many of our children have experienced challenging home circumstances including trauma. This reduces their emotional resilience and can cause them to fall behind.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
7	Pupils have limited experiences beyond their home life and immediate community which impacts their vocabulary and oracy skills and the knowledge and understanding they bring to further learning..

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in

	lessons, book scrutiny and ongoing formative assessment. (Word Aware, Reading vocab, speech & Lang, phonics)
Improved reading attainment among disadvantaged pupils.	There is no difference in the KS2 reading outcomes in 2025/26 between disadvantaged pupils and non- disadvantaged pupils and these are at least as good as the National data for all children.
Improved maths attainment for disadvantaged pupils at the end of KS2.	There is no difference in the KS2 maths outcomes in 2025/26 between disadvantaged pupils and non- disadvantaged pupils and these are at least as good as the National data for all children.
Improved writing attainment for disadvantaged pupils at the end of KS2. Improved sentence structure and understanding of grammar.	There is no difference in the KS2 writing outcomes in 2025/26 between disadvantaged pupils and non- disadvantaged pupils and these are at least as good as the National data for all children. Grammar tests show that more children are scoring at expected level.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • There is no difference in the overall attendance in 2025/26 between disadvantaged pupils and non- disadvantaged pupils and these are at least as good as the National data for all children. • There is no difference in the persistent absence in 2025/26 between disadvantaged pupils and non- disadvantaged pupils and these are at least as good as the National data for all children.

Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
Provide emotional and social support for identified children and their family to enable families and children have access to the appropriate support e.g. Early help.	Parent surveys indicate parents feel supported, are able to gain access to support if needed and additional barriers alleviated where possible. School's vulnerable register indicates a reduction in the severity of need of identified and supported families as a result of support accessed. School records indicate effective engagement with parents. Weekly behaviour monitoring indicates pupils are settled and ready to learn. Identified pupils make progress in line with and / or above their peers in all areas of the curriculum.

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3
Introduce ShREC Approach to develop children's ability to take part in back and forth conversations, to develop their vocabulary and their ability to verbally use grammatically correct sentences	Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 3

Continue to implement the Little Wandle Letters and Sounds Revised phonics scheme, including phonics training for all staff and purchase new Rapid Catch Up materials and train relevant staff to deliver them.	EEF research into improving literacy recommends effective implementation of a systematic synthetic phonics scheme in order to explicitly teach pupils a comprehensive set of letter-sounds relationships for reading and sound-letter relationships for spelling https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 From EEF phonics support has a proven impact with average gains of 4+ months.	2, 3
Introduce Little Wandle Handwriting Scheme in Reception class and develop resources for fine motor skills across school to ensure that children have the transcription skills to become fluent writers	The Writing Framework https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary	3
To audit and improve our EYFS offer and outcomes in line with the latest DFE / Ofsted Research evidence recommendations. Using the EY Hub/ EY consultant and updating resources within the setting.	Strong Foundations https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	1, 2, 3
Train and support teachers and teaching assistants in using high quality modelling within their teaching, explicitly demonstrating their thinking and working.	Teachers can use metacognitive and self-regulatory approaches to support pupils to think about learning more explicitly. Often, this is by teaching them specific strategies for planning, monitoring, and evaluating their learning. Metacognition and self-regulation strategies appear to be more effective when embedded in a school's curriculum and a specific subject lesson. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2, 3
Work with maths hub to ensure all staff are confident in delivering maths lessons to ensure the development of maths oracy and mastery of concepts	EEF recognises that teaching for mastery is a useful strategy to support effective learning and to develop confidence and has an impact of 5+ months https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2,4

Implement effective methods of retrieval practice within the curriculum to aid knowledge retention	Metacognition and retrieval practices/spaced practice. Training programme for all staff in implementing metacognition and self-regulated learning approaches, as well as cognitive science evidenced approaches to aid long term learning (training sessions for staff, on-going coaching and support).	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by TAs through structured intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3
Reading Plus, Lexia & Century to develop bespoke reading support ICT based reading programs Based in an app Minimum of 2 X 20 mins sessions in school & aim is they use it as much as possible at home Century programme bespoke lesson nuggets to support learning in Y6.	EEF recognises that reading comprehension support enables children to make accelerated progress in reading. This can have an impact of +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2

Small group for Targeted children Focus on reading (fluency and phonics support), spelling and maths support through Additional hours for each class TA and for a SEN TA	EEF research on tuition and small group teaching, gaining extra feedback and direct teaching in improving pupil outcomes in literacy and mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2, 3, 4
Train teaching assistants to deliver targeted support for disadvantaged pupils, ensuring they are equipped to address specific barriers in phonics and mathematics. Regular monitoring of their impact on pupil outcomes is essential	EEF research on tuition and small group teaching, gaining extra feedback and direct teaching in improving pupil outcomes in literacy and mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2, 3, 4
Implement one-to-one tutoring for pupils who require additional support, particularly in reading and mathematics. This personalised approach can address specific learning gaps effectively.	EEF research on tuition, gaining extra feedback and direct teaching in improving pupil outcomes in literacy and mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2, 3
Formative Assessments: Implement pre- learning assessments to identify gaps in knowledge and understanding, allowing for timely interventions that can help pupils catch up with their peers.	EEF research on tuition, gaining extra feedback and direct teaching in improving pupil outcomes in literacy and mathematics EEF 5-a-day identifies the use of formative assessment to ensure children catch up and keep up.	2, 3, 4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide an early help offer that will respond swiftly and effectively to any family welfare issues that arise. Provision of a Pastoral and Welfare officer to work with vulnerable children and their families.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents The school site within the top 20% nationally of social deprivation. 58% pupils are pupil premium and most other families are low income earners. 35.4% of families are on school's vulnerable list.	5, 6
Training and support for staff on strategies to meet pupils' emotional needs. Ongoing training and supervision from EP for ELSA (Emotional Literacy Support Assistant)	Social and emotional learning is vital to support pupil progress. Strategies to support effective SEL are especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their peers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.	5, 7
Regular meetings with families about attendance where it is a concern and bespoke support packages implemented as	Good attendance at school is crucial to improving progress and attainment. EEF Research shows lack of attendance, parental engagement and personal barriers to learning	6

required. Deployment of staff to support families in improving attendance and eradicating persistent absenteeism. LA Attendance Team SLA	results in the needs of the individual not being met.) Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully .	
Breakfast and After-School Clubs: Continue to provide breakfast and after-school care, ensuring that pupils have access to a nutritious start to their day and a safe environment for homework support. This can help improve attendance and engagement.	National Schools Breakfast Clubs 2024	5 ,6
Ensure all pupil premium pupils have equality of opportunity to take part in trips, residentials, extra-curricular, enrichment and out of school learning opportunities in order to raise aspiration, broaden horizons and improve self-esteem.	Provision of a range of opportunities to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit states that participation in artistic, creative activities has a positive impact on core academic attainment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6 & 7
Nurture support through anger management, friendship skills and emotional well-being Dog Therapy, mindfulness activities.	EEF recognises that Social & Emotional Learning is effective in improving children's ability to access learning. This can have an impact of +4 months progress	5
Part Time Specialist Teacher for Music and Ukulele teaching for Year 4 and follow up for children choosing to continue to play in Year 5	EEF recognises that participation in arts activities develops children's confidence and self-esteem which can help them to access learning in other areas of the curriculum. This can have an impact of +3 months progress	7
Use of Tapestry online program to keep parents informed and give them short learning clips for home learning activities and to develop parental engagement	EEF recognises that increased parental engagement enables children to make accelerated progress. This can have an impact of +5 months progress	6, 7

Engage families in language development Host workshops for parents to demonstrate how they can support their children's language development at home, including reading together and using their home language to build foundational skills	(National Education Union, NEU).	6, 7
Create a language-rich environment: Enhance the school environment with visual supports, such as labels, posters, and interactive displays that promote language use. This can include storytelling corners and vocabulary games that encourage pupils to engage with language in a fun way	(Speech and Language UK, Speech and Language UK).	1,2

Total budgeted cost: £149000 + £5,031 contingency

Part B: Review of outcomes in the previous academic year

At Warrington St. Ann's C of E Primary School, we recognise that many disadvantaged pupils face barriers related to underdeveloped oral language skills and vocabulary gaps. These challenges are particularly evident among pupils from diverse linguistic backgrounds, including those who speak English as an additional language (EAL). Addressing these barriers is crucial to ensuring that all pupils can thrive academically and socially, in line with our vision of providing a broad and balanced education rooted in Christian values.

Conclusion

By implementing these strategies across the three tiers, Warrington St. Ann's C of E Primary School can effectively address the oral language barriers faced by our disadvantaged pupils. This approach aligns with our commitment to providing a nurturing and inclusive educational environment where every pupil can flourish. Together, we can empower our pupils to develop the skills they need to succeed academically and socially, fulfilling our vision of hope and resilience for their futures.

By implementing these evidence-based strategies across the three tiers, Warrington St. Ann's C of E Primary School can effectively address the barriers faced by disadvantaged pupils in phonics and mental mathematics. Our commitment to high-quality teaching, targeted support, and wider strategies aligns with our vision of providing hope and a positive future for every pupil. Together, we can ensure that all pupils flourish and achieve their full potential.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Improved progress by our disadvantaged pupils in all areas of speech and language and general oracy skills.	Disadvantaged pupils made improved progress in language and communication, successfully completed speech and language programmes. Partner Talk children's guide has been implemented. Improvements in listening skills and expressive language continue to be noted in pupils receiving support. Stem sentences are embedded within lessons. The EEF recommended ShREC approach has begun to be introduced within the Early Years and we are widening this to support children with language needs across school, including EAL and SEND children The percentage of children who achieved ELG in Communication and Languages was 60%.	This is an ongoing requirement as children join our school from a range of countries and are learning English as an additional language. The SLT have identified that progress has been made this year particularly in maths where this is now embedded using White Rose sentence stems. This will be built on through embedding the ShREC approach in 2025/6.
Improved self-esteem and self-belief leading to a more positive approach to school-work, school life resulting in good and better progress.	The work of our Pastoral Support Team and the use of Heartsmart has ensured that behaviour and well-being are strongly supported across school. During our SIAMs inspection The percentage of children who achieved ELG in Personal, Social & Emotional Development remained higher than other areas at 70%.	This continues to be an area to target as many external factors impact upon the lives of children and support that they require to make the best possible progress.
Improved progress and attainment in reading, writing and mathematics for identified PPG pupils.	Data for Summer 2025 shows In Y1 Phonics Check 79.2% of children achieved the expected standard, compared to 79.9% nationally. This shows significant progress of the children. Key Stage 2 SATs: For disadvantaged pupils(excluding mobile pupils): Reading 77% (LA 71%) Writing 77% (LA 64%) Maths 69% (LA 66%) R,W & combined 69% (LA 52%)	The data shows that at KS2 the data for Reading, Writing and Maths is above the Local Authority average for disadvantaged children. The combined data is significantly above the Local Authority for disadvantaged children. It is also 7% higher than the National Average for all children.
Increased attendance rates for pupils eligible for PP	Disadvantaged pupil attendance is improving and strategies are in place to swiftly	This is a National Concern since Covid and therefore it remains a priority for school.

and decrease in persistence absence rates of PP pupils. PP attendance rates improve to well above school target.	support families and children where attendance is not in line with their peers. Attendance data Whole school rose from 94.2 to 95.2% Free School Meal pupils rose from 93.3% to 94.9% Persistent Absence fell to 11.1%	
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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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	