St Anne Line Catholic Junior School
Pupil Premium Strategy Statement
2026 to 2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Anne Line Catholic Junior School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 to 2027 2027 to 2028 2028 to 2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Nathalie Watson
Pupil premium lead	Lisa Short
Governor / Trustee lead	Vince Toman

Funding overview for 2026 to 2027

Detail	Amount
Pupil premium funding allocation this academic year	£57350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

Our intention is that every pupil, irrespective of their background or the challenges they face, makes strong progress and achieves high standards across the curriculum. Our pupil premium strategy is designed to ensure that disadvantaged pupils achieve these outcomes, including those who are already working at greater depth or have high prior attainment.

We recognise that some pupils face additional barriers to learning beyond economic disadvantage, including those who have a social worker, are young carers, or experience other forms of vulnerability. The approaches outlined in this strategy are intended to address these barriers and support the achievement and wellbeing of all pupils who require additional support, regardless of whether they are eligible for Pupil Premium funding.

High-quality teaching is at the heart of our strategy because evidence shows that it has the greatest impact on improving outcomes for disadvantaged pupils while benefiting all learners. Alongside carefully targeted academic and wider support, our approach is rooted in robust assessment, early identification of need and evidence-informed practice, ensuring that decisions are based on pupils' individual barriers to learning rather than assumptions about disadvantage.

We recognise that excellent attendance is fundamental to pupils' academic achievement, wellbeing and wider development. Through our whole-school attendance strategy, we will continue to identify and remove barriers to attendance, working closely with families and external agencies where appropriate, so that disadvantaged pupils attend school regularly and are fully engaged in learning and school life.

Our strategy is responsive to both whole-school priorities and individual pupil needs. It will be reviewed regularly to ensure that our actions remain effective, represent best value for money and continue to improve outcomes for disadvantaged pupils.

To ensure our strategy is effective, we will:

- ensure disadvantaged pupils achieve outcomes that are at least in line with, and where possible exceed, those of all pupils nationally by the end of Key Stage 2 in reading, writing, mathematics and grammar, punctuation and spelling (GPS)
- provide consistently high-quality teaching that meets the needs of all learners and removes barriers to achievement
- ensure disadvantaged pupils, including the most able, are appropriately challenged and supported to achieve their full potential
- identify need early and provide timely, evidence-informed intervention
- promote excellent attendance through proactive monitoring, early intervention and strong partnerships with families to minimise barriers to learning
- adopt a whole-school culture in which every member of staff takes responsibility for improving outcomes for disadvantaged pupils and maintains consistently high expectations of what they can achieve
- monitor and evaluate the impact of our provision carefully, adapting our approach where necessary to ensure the best possible outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps remain between disadvantaged pupils and their peers in reading, writing and mathematics by the end of Key Stage 2.
2	Many disadvantaged pupils enter the junior school with lower starting points, particularly in reading fluency, vocabulary development, writing and mathematical fluency.
3	Some disadvantaged pupils experience additional SEND, SEMH or family vulnerabilities which can impact learning, behaviour and emotional wellbeing.
4	Although attendance is above national averages, disadvantaged pupils are more likely to experience lower attendance or persistent absence than their peers, reducing learning time and impacting achievement.
5	Some disadvantaged pupils have limited access to wider enrichment opportunities, cultural capital and experiences beyond the classroom, which can affect confidence, aspiration and engagement with 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
Challenge 1 Disadvantaged pupils achieve high standards in reading, writing and mathematics, with attainment gaps continuing to diminish across Key Stage 2	By the end of Key Stage 2, disadvantaged pupils achieve outcomes in reading, writing and mathematics that are at least in line with national outcomes for all pupils, with the in-school attainment gap continuing to narrow year on year.
Challenge 2 Disadvantaged pupils make consistently strong progress from their individual starting points through high-quality teaching and targeted support.	School assessment data demonstrates that disadvantaged pupils make at least expected progress, with an increasing proportion achieving age-related expectations and greater depth, where appropriate.
Challenge 3 Disadvantaged pupils with additional vulnerabilities are fully included in school life, demonstrate improved emotional wellbeing and are able to engage successfully in learning.	Pupils receiving additional pastoral and therapeutic support demonstrate improved emotional regulation, engagement and readiness to learn. Individual support plans, provision reviews and pupil voice evidence show positive progress towards agreed outcomes.

Challenge 4 Disadvantaged pupils attend school regularly, enabling them to benefit fully from the curriculum and wider opportunities.	Attendance of disadvantaged pupils remains above national averages, the gap between disadvantaged and non-disadvantaged attendance continues to narrow, and persistent absence among disadvantaged pupils remains significantly below national averages.
Challenge 5 Disadvantaged pupils develop the knowledge, experiences, confidence and aspirations needed to flourish both academically and personally.	All disadvantaged pupils are offered opportunities to participate in clubs, educational visits, residentials and leadership roles. Participation data and pupil voice demonstrate high levels of engagement, increased confidence and positive attitudes towards learning.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement Learning by Questions (LBQ), an adaptive online learning platform, to provide personalised learning, immediate feedback and targeted practice across the core curriculum. LBQ is used in lessons and through home learning to reinforce learning, address misconceptions and improve pupil outcomes.	Evidence from the EEF highlights the importance of high-quality teaching, effective feedback, formative assessment, retrieval practice and appropriately used digital technology in improving pupil outcomes. Adaptive platforms support teachers in identifying misconceptions and tailoring learning to pupils' needs.	1 & 2

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

Budgeted cost: £32125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver evidence-informed one-to-one and small group interventions through trained learning support staff to provide targeted academic support, address misconceptions and enable disadvantaged pupils to make strong progress from their individual starting points.	The EEF Teaching and Learning Toolkit identifies one-to-one tuition and small group tuition as among the most effective approaches for improving pupil outcomes when they are targeted, carefully planned and closely aligned with classroom teaching. The EEF's *Making Best Use of Teaching Assistants* guidance also highlights that teaching assistants have the greatest impact when they deliver structured interventions, complement rather than replace high-quality teaching, and receive appropriate training and support.	1 & 2 1 & 2

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

Budgeted cost: £23225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beehive Nurture Provision, Learning Mentor and Parent Liaison support to provide targeted social, emotional and pastoral intervention, improve attendance, strengthen family engagement and increase pupils' readiness to learn.	Evidence from the EEF's *Improving Social and Emotional Learning in Primary Schools* guidance and *Working with Parents to Support Children's Learning* guidance indicates that targeted pastoral support, social and emotional learning, and effective parental engagement can improve pupils' wellbeing, behaviour, attendance and academic outcomes.	3, 4 & 5

Total budgeted cost: £ 57350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

End of Key Stage 2

Reading

	No. of pupils **meeting** age related expectations	% of pupils **meeting** age related expectations	No. of pupils **exceeding** age related expectations	% of pupils **exceeding** age related expectations
All pupils (62)	54	87%	24	39%
Pupil premium (10)	8	80%	5	50%
Non-Pupil Premium (52)	46	88%	19	37%

Writing

	No. of pupils **meeting** age related expectations	% of pupils **meeting** age related expectations	No. of pupils **exceeding** age related expectations	% of pupils **exceeding** age related expectations
All pupils (62)	57	92%	22	35%
Pupil premium (10)	9	90%	1	10%
Non-Pupil Premium (52)	48	92%	21	40%

GPAS

	No. of pupils **meeting** age related expectations	% of pupils **meeting** age related expectations	No. of pupils **exceeding** age related expectations	% of pupils **exceeding** age related expectations
All pupils (62)	57	92%	32	52%
Pupil premium (10)	9	90%	3	30%
Non-Pupil Premium (52)	48	92%	29	56%1

Mathematics

	No. of pupils **meeting** age related expectations	% of pupils **meeting** age related expectations	No. of pupils **exceeding** age related expectations	% of pupils **exceeding** age related expectations
All pupils (62)	59	95%	27	44%
Pupil premium (10)	10	100%	3	30%
Non-Pupil Premium (52)	49	94%	24	46%

Combined Results (Reading, Writing and Mathematics)

	No. of pupils **meeting** age related expectations	% of pupils **meeting** age related expectations	No. of pupils **exceeding** age related expectations	% of pupils **exceeding** age related expectations
All pupils (62)	53	85%	12	19%
Pupil premium (10)	8	80%	0	0
Non-Pupil Premium (52)	45	87%	12	23%

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
N/A	
N/A	