

Pupil premium strategy statement – St Anne’s Copp Church of England Primary School Great Eccleston

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 pupils last academic year.

School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	14% (23 pupils)
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrea Loughran
Pupil premium lead	Jenny Macdonald
Governor / Trustee lead	Karen Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59 040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59 040

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

We are committed to equipping each child with the academic knowledge and social skills necessary to thrive in their future educational paths and beyond.

The primary aim of our strategy is to provide each child eligible for Pupil Premium funding with the individualised, targeted support needed to attain at least in line with year group expectations and to ensure they receive comprehensive support for their emotional and social wellbeing.

Our approach is based on the Education Endowment Foundation's Guide to Pupil Premium and follows a tiered framework. We prioritise high-quality first teaching for all pupils, complemented by small-group and one-on-one support when additional assistance is required. Some strategies funded by Pupil Premium are designed as wider school initiatives, benefiting the entire school community. Given the small proportion of pupils eligible for Pupil Premium funding, we are able to closely monitor and provide tailored support to each child, although these numbers are increasing as our school grows.

Our learning mentor works in collaboration with class teachers to ensure that every Pupil Premium pupil is well-supported. Two core principles guide our strategy: first, focusing on a small set of high-impact priorities to achieve the greatest benefit for our pupils, and second, aligning our Pupil Premium goals with the priorities outlined in our School Development Plan to maximise positive outcomes.

At St Anne's Copp, we place a huge importance on developing the whole child, so that their emotional, social and mental wellbeing is nurtured. This is a platform to prepare all of our children for the next stage in their education and beyond.

The Pupil Premium money which St Anne's Copp receives in our budget is used to contribute towards the cost of improving the quality of teaching at our school through high quality professional development. Research shows (EEF) that high quality teaching is fundamental to children's education. It is also used effectively to fund a range of intervention and support programmes. This targeted support ensures that all of our children are supported in their learning and social and emotional development so that they can make the best possible progress, in all areas. We identify areas of need for particular children through careful data analysis and discussion with staff, parents and pupils. We then plan the best intervention strategies to address those needs and track the children's progress through discussions with class teachers at termly Pupil Progress meetings; this enables us to measure the – impact of any additional funding we receive.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that some children's spoken language skills and breadth and knowledge of vocabulary is under developed.
2	Financial constraints should not limit the opportunities available to our disadvantaged pupils. However, there are instances where families face difficulties in affording curriculum enrichment activities or extracurricular programs.
3	Assessments, observations and discussions with pupils suggest disadvantage pupils generally have greater difficulties with phonics and this negatively impacts their development as readers.
4	Our analysis of assessments, observations and discussions with pupils and families identified mental health and wellbeing issues for many pupils impacting pupil attainment. The challenge particularly effects the school's ability to offer adequate enhanced pastoral support.

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	Children's vocabulary will increase and they will be increasingly confident and articulate speakers.
Disadvantaged pupils will have equal access to curriculum enrichment and extracurricular activities, ensuring that financial constraints do not hinder their opportunities to engage fully in these valuable experiences.	A proportionate number of children in receipt of Pupil Premium will attend enrichment opportunities and extracurricular clubs.
Improved reading attainment among disadvantaged pupils	Disadvantaged pupils' reading attainment improves, with a higher proportion meeting age-related expectations.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils	Pupil wellbeing improves and is sustained, particularly for disadvantaged pupils.

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: £ 21 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all staff have access to relevant and enhancing CPD opportunities and disseminate this information across school. Plans will be suitably adapted to meet the needs of all	EEF (2021) Effective Professional Development: Guidance Report. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 3
Continued employment of HLTA and experienced teaching staff with identified skills to meet the needs of targeted groups of Children supporting oracy development and opportunities.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 3

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

Budgeted cost: £ 26 040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing the Neli Programme	The NELI programme provides schools with a way of identifying early language difficulties and is proven to improve children's language skills and behaviour in school.	1 3
IDL	The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. This dyslexia software for schools can be used as a dyslexia intervention, or can also be used effectively as a school wide literacy software solution.	1 3
TAs delivering 1:1 sessions, group intervention sessions and supporting in classes	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 3
Little Wandle Reading books	Having a fully resourced phonics scheme will ensure that the scheme can be delivered with fidelity.	3

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

Budgeted cost: £ 12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	Having a learning mentor in a primary school is supported by strong evidence showing that targeted, well-trained adult support improves pupils' engagement, behaviour, attendance, and readiness to learn. Learning mentors help remove barriers to learning, particularly for disadvantaged or vulnerable children, by providing consistent, trusted relationships and early intervention for social, emotional, or behavioural challenges. Research from the Education Endowment Foundation and Ofsted reports highlights that such roles not only support individual pupils but also improve classroom climate and teacher effectiveness, making learning mentors a cost-effective and impactful part of a school's pastoral and academic provision.	4
My Happy Minds	The programme for teachers, parents and children help to prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home, early years settings and school.	4
Subsidies for visits and residential	This not only benefits Pupil Premium children but develops all children's language across school. It provides children with experiences which enhance their vocabulary. These experiences develop their cultural capital. The EEF Toolkit has a strand on arts participation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
Subsidies for afterschool clubs, GECCOES, music lessons, holiday clubs etc	Subsidising clubs, music lessons, holiday programs, and initiatives like GECCOES ensures disadvantaged pupils benefit academically, socially, and emotionally, supporting equality of opportunity and contributing to closing the attainment gap.	2
Purchasing of school uniform, PE hoodies, Leaver's hoodies,	Subsidising uniforms and school-branded items removes social and financial barriers, promotes inclusion, increases engagement, supports positive behaviour, and contributes to pupils' confidence and wellbeing—particularly for those from disadvantaged backgrounds.	2
Forest schools – staffing	Funding Forest School through Pupil Premium removes barriers to outdoor experiential learning for disadvantaged pupils. It supports social, emotional, and cognitive development, increases engagement and motivation, and provides valuable life skills and experiences that may otherwise be inaccessible.	4

Total budgeted cost: £ 59 040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils' personal, emotional and social wellbeing issues will be well supported and children will make good progress.	'My Happy Mind' has been successfully implemented across school and supports school to support the children.
Subsidies for visits, residentials, afterschool clubs, GECCOES, music lessons, holiday clubs etc	All children had access to the same experiences and education. Afterschool care has supported families.
Learning Mentor	The learning mentor has been able to support many of our children and families who have had emotional and social needs.
Staff training	Staff training has been selected and specifically targeted to ensure that staff have the knowledge and skills to deliver high quality teaching.
Forest School	Forest schools was delivered to groups of children in each cohort and then the cohort as a whole. Forest schools allowed the children to learn new skills, supports them emotionally and allows them all an opportunity to work in a small group.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none"> • Pastoral Support and Wellbeing • Enrichment and Extra-Curricular Activities
The impact of that spending on service pupil premium eligible pupils
<p>SPP funding has enabled Service pupils to access support and enrichment that mitigates the challenges associated with military family life. The combined effect of pastoral support, enrichment activities has been:</p> <ul style="list-style-type: none"> • Greater confidence, resilience, and emotional wellbeing • Increased engagement in school life and enrichment opportunities • Improved social integration and sense of belonging • Positive influence on attendance, behaviour, and learning engagement

