



The Annunciation Catholic Infant School



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	The Annunciation Catholic Infant School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year/years that our current pupil premium strategy plan covers	3 years 2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jennifer O'Prey - Headteacher
Pupil premium lead	Pamela Bourke
Governor / Trustee lead	Michelle Mwangi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,995
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 49,995

Part A: Pupil premium strategy plan

Statement of intent

At The Annunciation Catholic Infant School, we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential. Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity.

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. Our current pupil premium strategy ensures that we are using the funding in a targeted way, to ensure these pupils receive the provision, opportunities and experiences required to 'engage, enjoy, enrich and excel' in all aspects of life.

The key principles of our strategy are underpinned by the research and findings from The Education Endowment Foundation. Quality first teaching (QFT) of the highest standard is at the heart of our ethos at The Annunciation with a focus on areas in which disadvantaged pupils, some in more than one aspect of their life, 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.

The funding issued is used to narrow and diminish the difference between the achievement of these pupils and their peers. Where necessary, and where the power allows us to, the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium funding and others. This will vary, depending on the individual circumstances and needs of the child. We monitor the impact of our strategy by reviewing pupil outcomes at least termly.

Challenges

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

Challenge number	Detail of challenge
1	Lower GLD for disadvantaged pupils in EYFS vs Non-disadvantaged. High proportion with limited life experiences, under-developed oral language and restricted vocabulary, particularly in EYFS and those joining in-year.
2	Year 1 internal and external data shows that disadvantaged pupils show greater difficulty with phonics, affecting early reading fluency.
3	Disadvantaged pupils have lower attainment than their non-disadvantaged peers in Reading, Writing and Maths
4	There are increasing complex vulnerabilities among PP pupils, high proportions with SEND, newly arrived children / no prior schooling, temporary or multi-occupancy housing and increased in-year mobility — resulting in interrupted learning and additional needs.
5	Attendance and persistent absence for our disadvantaged children are below national expectations. This reduces access to teaching and social development.

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
Continue to ensure quality first teaching in all subjects by providing high quality CPD for ALL staff.	Achievement in all subjects continues to be in line or above National. Achievement of disadvantaged pupils is in line with non-disadvantaged pupils. High standards of work are evident in books in all subjects. Pupils are motivated and enjoy learning
Raise EYFS GLD for disadvantaged pupils to close the gap with non-disadvantaged peers.	Disadvantaged GLD increases, internal EYFS progress measures show accelerated language and early literacy gains for disadvantaged children, targeted cohort progress monitored termly.
Increase Year 1 phonics pass rate for disadvantaged pupils.	Disadvantaged Year 1 Phonics pass rises, children identified as at risk receive timely targeted phonics interventions (4–5x weekly) and show measurable gains on phonics checks and running record data.
Ensure children with SEND, high mobility or limited prior schooling make good progress from their individual baselines.	Individual Education Plans/Provision Maps show termly progress; % of disadvantaged pupils with SEND making expected progress increases, in-year joiners receive rapid induction and assessment within 2 weeks.

Further develop oracy and vocabulary so children can access reading and writing.	School-wide oracy programme in EYFS/KS1 results in measurable improvements on vocabulary and spoken language assessments (e.g., Talk and Move, Language Screen/NELI baselines and re-assessments).
Improve attendance and reduce persistent absence among disadvantaged pupils.	Whole-school attendance for disadvantaged pupils moves towards national average and persistent absence for PP children reduces, targeted families engage with personalised plans, timely monitoring and 1:1 support in place.

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: £16,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality professional development (PD) programme for staff linked to curriculum priorities (early reading, vocabulary teaching, dialogic talk, modelling metacognition). Termly CPD cycles, coaching and peer observation, develop Senior & Middle Leaders' capacity to lead implementation. (subscription to BPSI)	EEF "Effective Professional Development" guidance and "A School's Guide to Implementation" emphasise sustained PD, coaching and leadership to secure practice change and impact Effective Professional Development (EEF) and A School's Guide to Implementation (EEF) . Metacognition guidance also highlights need for PD Metacognition and Self-Regulated Learning (EEF) .	1, 2, 3, 4
Whole-school CPD on oral language approaches and dialogic teaching across Nursery, Reception and KS1. Training includes embedding shared reading, vocabulary instruction and purposeful talk sequences linked to curriculum topics.	EEF: Oral language interventions — strong average impact (+6 months), especially in Early Years and primary; guidance emphasises integration with curriculum and high-quality adult-child interaction. EEF: Oral language interventions	1, 3, 4
Embed the implementation of whole-school systematic synthetic phonics (SSP) fidelity: review scheme, train new staff on agreed approach, rigorous daily SSP lessons, routine assessment and rapid targeted keep-up. Ensure decodable book match and home reading guidance for EAL families.	EEF overview on Phonics: systematic and explicit phonics teaching produces +5 months on average; importance of fidelity, training and assessment Phonics (EEF) . Also Preparing for Literacy guidance for EYFS phonics integration Preparing for Literacy (EEF) .	1, 2, 3

Regular phonics/reading fidelity checks and coaching cycles for teachers and TAs to reduce variation in practice; use of structured lesson sequence and in-class modelling.	EEF Phonics guidance: training and consistent application of programme increases effectiveness; coaching and monitoring improves fidelity. EEF: Phonics	1, 2, 3
EYFS curriculum review to sequence key knowledge (language, phonological awareness, early maths) with focused adult-led direct teaching and quality provision. Ensure EYFS baseline and systematic tracking (identify PP children for early support).	EEF Early Years guidance: communication and language is foundation for later learning; evidence that prioritising early language has high impact on GLD. EEF: Preparing for Literacy / Early Years research summary	1, 3, 4
Recruitment & retention: use Pupil Premium funds to support retention of an experienced phonics lead and targeted TA time, and provide funding for induction training and mentoring for early-career teachers.	EEF implementation guidance: invest in teacher development and retain staff to maintain effective delivery; high-quality teaching is the biggest lever for improvement (DfE Menu encourages prioritising HQ teaching). EEF: Small group tuition / A School's Guide to Implementation	1, 2, 3, 4
Purchase of PiXL for assessments/test and resources	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EE	1, 2, 3, 5
Purchase additional decodable reading books from the scheme and fund ongoing teacher and TA training and release time for the Reading Subject Leader.	Early reading is directly aligned to the teaching of phonics and enables pupils to make good progress in reading and reach the age-related expectations.	1, 2, 3, 5
Purchase the updated HfL Essential Writing subscription to further enhance the writing curriculum, supporting the application of phonics to writing.	Training and consistent application of the teaching of writing increases effectiveness. The scheme is closely aligned to the Writing Framework to support in securing the foundations.	1, 2, 3, 4
Purchase support from the Inclusion Advisory Team to offer targeted support and training.	EEF “Effective Professional Development” guidance and “A School’s Guide to Implementation” emphasise sustained PD, coaching and leadership to secure practice change and impact Effective Professional Development (EEF) and A School's Guide to Implementation (EEF) . Metacognition guidance also highlights need for PD Metacognition and Self-Regulated Learning (EEF)	1,2,3,4,5

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

Budgeted cost: £21,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to deliver Talk and Move in Nursery to targeted pupils identified via baseline.	There is strong evidence that suggests that oral language interventions, including high quality dialogue/ discussions in the classroom, are inexpensive and have high impact on speaking and listening and reading. Oral language interventions /Toolkit Strand/Education Endowment Foundation/EEF	1,2,3,4
NELI targeted oral language small-group intervention for Reception children identified via baseline.	EEF: Nuffield Early Language Intervention (NELI) effectiveness trials show positive impact on oral language and early reading (+3–4 months; scale-up maintained impact). EEF: NELI and Early Language projects summary	1, 3, 4
Purchase and implement Language Link an evidence-based language programme, allocate TA training and timetabled sessions.	There is strong evidence that suggests that oral language interventions, including high quality dialogue/ discussions in the classroom, are inexpensive and have high impact on speaking and listening and reading. Oral language interventions /Toolkit Strand/Education Endowment Foundation/EEF	1,2,3,4
Targeted phonics catch-up, small-group or 1:1 where needed, for pupils below expected level - 4–5 sessions per week linked to classroom teaching and regular assessment. Afterschool sessions for children at risk of falling behind.	EEF Phonics guidance: targeted small-group and one-to-one phonics interventions are particularly effective (one-to-one can give +8 months; small groups +4 months) and sessions of 4–5 times/week over sustained period are recommended Phonics (EEF) . EEF key findings ‘Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended provision.’	1,2,3,4,5
Deployment of trained Teaching Assistants for targeted interventions in maths and writing. Sessions planned using assessment and linked to classroom sequence.	EEF guidance “Making Best Use of Teaching Assistants” and Deployment guidance recommend well-trained TAs delivering structured interventions, with teacher oversight and regular assessment Deployment of Teaching Assistants (EEF) . EEF: Small group tuition average impact +4 months; most effective when targeted, frequent and linked to classroom teaching. EEF: Small group tuition	2,3,4

Vulnerable Pupils to receive additional 1:1 reading	EEF Rationale 'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'	1,2,3,5
Targeted support and personalised provision for SEND pupils who are also PP. To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs.	Research shows that personalised provision best meets pupils' needs.	1.2.3.5

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

Budgeted cost: £13,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement programme: tailored communications, half-termly curriculum letters, class dojo updates about learning, practical home learning, EYFS workshops, to model dialogic reading and shared book strategies and targeted support for families with greatest need.	EEF guidance "Working with Parents to Support Children's Learning": parental engagement interventions (shared book reading, practical tips, texts) show positive effects (+3 months) when planned and targeted; guidance emphasises tailoring, two-way communication and home visits for vulnerable families Working with Parents to Support Children's Learning (EEF) .	1, 2, 3, 4, 5
Breakfast club and targeted attendance support for disadvantaged pupils (sensitive promotion to avoid stigma, personalised attendance letters and reminders).	EEF evidence: Universal breakfast provision (e.g., Magic Breakfast) produced improvements in attainment; personalised communications to parents can reduce absence Working with Parents / Magic Breakfast examples (EEF) . Research on personalised attendance letters in UK shows improved attendance [Rogers & Feller cited in EEF report].	5
Nursery to Reception transition and rapid induction for in-year arrivals: early assessment within first 2 weeks and tailored support (language screening, buddying, family meeting).	EEF Early Language and Early Years guidance: early identification and intervention in nursery/reception improves outcomes; NELI and related models emphasise early screening. EEF: Early language research agenda and NELI	1, 3, 4
Enrichment & cultural capital programme: subsidised trips, in-	EEF and broader research stress importance of background knowledge and experiences to support	1, 2, 4

school visiting storytellers, museum/park opportunities, acts of service and community projects tied to curriculum vocabulary and experience (termly whole-cohort events + targeted funded trips for PP pupils). Attendance at ASC.	vocabulary and comprehension; EEF Preparing for Literacy highlights storytelling and background knowledge integration Preparing for Literacy (EEF) .	
Structured oracy & vocabulary programme in classrooms (regular vocabulary teaching, planned talk opportunities, presentation practice) across EYFS and KS1 and display of vocabulary-rich environments.	EEF oral language guidance: explicit vocabulary teaching and purposeful talk integrated with current curriculum content leads to stronger gains; high impact at low cost. EEF: Oral language interventions	1, 3, 4
Pastoral Support to provide social skills and friendship groups as well as 1:1 emotional literacy support	EEF key findings 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores...The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils...'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment'	1,4,5,
Ensure children have access to comprehensive PSHE curriculum with a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.	There is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. Evidence has shown how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.	1, 3, 5
Attendance and punctuality support from the Educational Welfare Officer, embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Good attendance is a key factor in ensuring that children make progress and achieve their potential.	1,2,3,4,5,

Total budgeted cost: £49,995

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The deployment of the pupil premium and recovery funding was targeted for interventions to support catch-up so that children can keep up. Interventions continue to be highly successful in contributing to pupil outcomes/progress for all pupils.

Despite low starting points, disadvantaged pupils showed steady improvement, supported by well-structured lessons and scaffolds that addressed their unique learning needs. Pupils with SEND had their progress closely monitored against Individual Support Plans, with additional interventions introduced for those making slower-than-expected progress.

The Nuffield Early Language Intervention (NELI) program was employed to support language and vocabulary development, alongside robust phonics teaching. This focus helped disadvantaged pupils and those at risk of falling behind, aided by individual and small-group interventions.

Standardised Diagnostic Assessments were purchased and used effectively, with teachers trained to administer and interpret results accurately, enabling better progress tracking, particularly for disadvantaged pupils.

Our high-quality phonics programme, supported pupils in quickly learning sounds, developing decoding, and fluency skills, particularly benefitting disadvantaged pupils and allowing them to access the wider curriculum. Through regular monitoring, interventions were swiftly put in place to ensure pupils continued progressing and did not fall behind, positively impacting overall pupil attainment. Interventions were discussed and planned during Pupil Progress meetings.

EYFS GLD 2024 - 2025	
Disadvantaged	Non-disadvantaged
66.7%	81.3%

Year 1 Phonics Screening Check 2024-2025			
	All	Disadvantaged	Non-disadvantaged
School	85%	61.5%	88.6%

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
Letterjoin	Green and Tempest
Numberstacks	Number Stacks
Little Wandle	Little Wandle Letters and Sounds Revised
White Rose Maths	White Rose Maths
Purple Mash	2Simple
Talk Boost EYFS	I-CAN
Infant Language Link	Speech and Language Link