




OUR LADY AND ST. ANNE'S PRIMARY SCHOOL – THE STORY OF 2024-25

Every school must choose priorities to develop their curriculum and ensure that all pupils receive a relevant and motivating experience. Last year, we identified three main school priorities which are outlined below. Also provided, is an overview of how we used our Pupil Equity Funding in 2024/25 to secure further improvements for our children.

PRIORITY 1	PRIORITY 2	PRIORITY 3	PUPIL EQUITY
<ul style="list-style-type: none"> Improve attainment and achievement in Writing across P1 to P7. 	<ul style="list-style-type: none"> Improve attainment and achievement in Reading across P1 to P7. 	<ul style="list-style-type: none"> To further create an inclusive ethos that places human rights and the needs of our children at the centre of our curriculum. <p><i>Developing in Faith (Learning Community Priority)</i></p>	<ul style="list-style-type: none"> Reading learning support Writing learning support Numeracy learning support HWB nurture support Play & outdoor learning Digital learning After-school clubs Cost of the school day Supporting attendance 

WHAT DID WE DO?

Teaching staff were trained in a new approach to writing called Talk for Writing . They visited a Talk for Writing school and engaged in collaborative learning. All children took part in motivating, engaging and inspiring lessons where they learned to write fiction stories using a high-quality model text to help them.	New, high-quality texts were purchased to support a new approach to reading called Talk for Reading . This approach was trialed in a few classes and staff visited a Talk for Reading school to learn more about this approach and support their ongoing professional development.	Pupil Leadership Groups were established to take forward work around the UNCRC, Equalities and Diversity and Sustainability. The Compassionate and Connected Classroom was further embedded in P5 – P7. In P5, children engaged with Planet Omar, a text about diversity. The school held a multi-cultural day to celebrate the rich diversity within OLSA.	<ul style="list-style-type: none"> Staff were trained in Talk for Writing. Read, Write, Inc learning support was implemented. Maths Recovery learning support was implemented. High quality play resources were purchased. Digital coding devices (Sphero Bolts) were procured. Every child had the opportunity to go on at least one fully subsidised school trip.
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HOW WELL DID WE DO IT?

Evident from conversations with staff and pupils is that new learning and teaching approaches are helping children to become better writers. Children tell us they have loved fiction writing and more opportunities to be creative. The feel engaged, motivated and well-supported to write and this is evident from progress in children's jotters. Next steps are to continue embedding Talk for Writing, extending to non-fiction writing in 2025-26.	Staff and children told us that new approaches to reading have improved pupil enthusiasm and engagement for reading. In P7, children's reading enjoyment increased by 35% after a unit of Talk for Reading. 100% of pupils reported enjoying the teacher read to them and 75% told us their interest in reading improved this year. Inspired by this success, next steps are to introduce Talk for Reading across P4 – P7.	All children experienced the success of being part of a pupil leadership group and contributing to the life of the school. In P6 and P7, The Compassionate and Connected Classroom supported positive relationships and children in P5 developed their awareness of racial equalities and diversity. With the support of our families, we enjoyed a multi-cultural day. Our children told us they developed their knowledge and understanding of the different cultures within the school, while parents told us they felt included.	<ul style="list-style-type: none"> All children receiving Read, Write, Inc learning support made progress. All children who received Maths Recovery learning support made progress. A number of children benefitted from high-quality Nurture interventions. P6 Digital Leaders supported children across the school to develop coding skills. Play was further embedded in P1 – P3 giving children opportunities to develop a range of skills across subjects. No cost for after school clubs or class trips reduced the financial burden for our families.
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