

Pupil premium strategy statement St. Anthony's Catholic 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, 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	315
Proportion (%) of pupil premium eligible pupils	17.4%
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)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2028
Statement authorised by	Jane Barnes
Pupil premium lead	Vicki Berry
Governor / Trustee lead	Paul Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,120
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>	£85,120

Part A: Pupil premium strategy plan

Statement of intent

At St Anthony's we believe that we should support each child holistically, so we plan for their development academically, socially, emotionally, and spiritually. When reviewing the funding, decisions have been made to improve life chances for pupils so that they can access all subjects and have opportunities to broaden their knowledge and skills in a nurturing and supportive environment.

Our main aims are:

- ♣ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ♣ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ♣ To remove barriers to learning so that our children can reach their full potential.
- ♣ To provide a broad and balanced curriculum, which develops skills and talents and provides enrichment, as well as cultural capital and is accessible to all.
- ♣ Ensuring that our children receive early help in a timely way so that learning is not lost.

Challenges

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

Challenge number	Detail of challenge
1	Communication & Language barriers: Baseline assessment and observations indicate that disadvantaged children start school with underdeveloped oral language skills and a limited vocabulary. Whilst they make progress with these skills, the gap between them and less disadvantaged pupils is maintained as they progress through school.
2	Literacy barriers: Assessment and observation show that disadvantaged pupils perform below their peers in reading and writing, this attainment gap is evident from Reception through to Year 6.
3	Numeracy barriers:

	Assessment and observation show that disadvantaged pupils perform below their peers in mathematics. This attainment gap is evident from Reception through to Year 6.
4	Attendance barriers: For the academic year 2024-2025 Pupil Premium attendance was 93.2%. whilst this is above national average for pupil premium children it is below the attendance of their peers with no disadvantage (96.2%)
5	Social & Emotional barriers: Observations and discussions with pupils and families identify that many of the disadvantaged children have social and emotional issues resulting in low confidence and low self-esteem. This can affect learning, friendships and resilience.
6	Wider opportunities: Monitoring of our extra-curricular programme and discussions with pupils and families show that our disadvantaged children are not participating in wider curricular activities that enrich their experience.

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
Improve oral language skills and vocabulary among disadvantaged children.	Assessments and observations will indicate that the gap in oracy between pupil premium children and non PP children will have narrowed.
Improve reading and writing attainment among disadvantaged children.	KS2 reading and writing outcomes will show that 65% of PP children met the standard for reading and writing.
Improve attainment in mathematics for disadvantaged children.	KS2 maths outcomes will show that 65% of PP children met the standard in maths.
Improve attendance for disadvantaged pupils	That the gap between PP children's attendance and non PP children's will have reduced (currently 3% difference).
To improve well-being for all pupils particularly the disadvantaged,	Pupil voice and observations will show increased self-esteem, resilience and self-confidence. Monitoring will show that more PP children are participating in extra-curricular activities.

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: £ 7100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve quality first teaching for all by working with writing specialist:</p> <ul style="list-style-type: none"> -Delivering training to staff. -Developing writing curriculum. -Undertaking writing moderation -Purchase additional writing units <p>Help children become effective writers by teacher modelling the writing process: Planning, drafting, revising, editing & publishing.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1764917277 </div> <div style="border: 1px solid black; padding: 5px;"> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1764917944 </div>	2
<p>Improve quality first teaching for all by working with the English Hub undertaking training for staff e.g. Fixing Full-stops training</p>	<div style="border: 1px solid black; padding: 5px;"> https://assets.publishing.service.gov.uk/media/67867322f029f40e50881770/A_process_evaluation_of_the_English_Hubs_Programme.pdf </div>	2
<p>Improve quality first teaching for all in maths: -</p> <ul style="list-style-type: none"> -Purchase NFER assessment papers & use to provide teachers with information about what pupils do and do not know to inform future lessons. -Undertake training to develop use of manipulatives and representations to support teaching of mathematical concepts. - purchase and use manipulatives and representations to support the teaching of maths concepts -teach strategies for solving problems and develop rich network of mathematical knowledge. 	<div style="border: 1px solid black; padding: 5px;"> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf </div>	3

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

Budgeted cost: £ 42,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with language interventions such as Wellcomm and the Nuffield Early Language Intervention	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Better Reading Intervention & Precision teaching interventions	Children are supported by TAs on time limited interventions to improve reading & spelling: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Utilising reading comprehension interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Use a range of maths interventions / apps e.g. Mathletics	Develop fluency in recall of number facts. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf	3

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

Budgeted cost: £48,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team (Family Support Worker, HT, Office Support) to monitor attendance and implement range of strategies to remove barriers to regular attendance and support families to ensure that children are in school regularly.	https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	4
Family Support Worker, SENCO/DHT and HT to work to support parents through school's	Parental engagement EEF	4 / 5

<p>Early Help offer enabling them to help support their child's learning</p>	<p>https://assets.publishing.service.gov.uk/media/628de13be90e071f5f7e1bd2/Early_Help_System_Guide.pdf</p>	
<p>Targeted support from Learning Mentor to enable children to self-regulate and manage their emotions in order to be able to access learning within the classroom</p>	<p>Targeted support to manage own emotions: Social and emotional learning EEF</p> <p>Targeted support that helps children think about how they learn best: Metacognition and self-regulation EEF</p>	<p>5</p>
<p>Encourage participation in school led extra-curricular activities.</p> <p>Subsidise trips and residential for PPG children in order for them to enjoy the same experiences as their peers.</p>	<p>https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis</p>	<p>4 / 6</p>

Total budgeted cost: £ 98,554

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data shows that we have had success with our phonics programme; in the 2024-25 academic year all children had passed their phonics screening ahead of moving into KS2. However, the children's ability with phonics has not translated to strong reading ability and there is a clear gap between the reading ability of the PPG children and non-PPG children. Moving forward school will promote an emphasis on oracy and comprehension to support the PPG children further with their literacy.

Other data from assessments and tests suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was below our expectations. Moving forward a more 'whole school' approach to narrowing the gap between disadvantaged and non-disadvantaged will be taken, with the emphasis on improving quality first teaching for all in order to raise standards in maths and English.

School undertook work during the last academic year to remove barriers to learning and support children to regularly attend school. Improvement in attendance data for all pupils groups was evident with an increase of 0.5% attendance for pupil premium children from the previous year (93.2%), this is above the national average for pupil premium children (92.2%). However, there is still a gap of 3% between the PPG children and non-PPG children. School will continue to work to reduce the attendance gap.

One of the targets on the previous PPG plan was that children with additional needs are identified and supported. A huge amount of work has been undertaken in this area. We now have 17 EHCP plans in place with an additional 7 EHCP assessments in process. 58 children are support with SEN Support Plans, this is 23.8% of the school. Due to the high number of SEN and the complex needs within school we have appointed a Deputy SENCO to support staff in meeting the needs of the children. 36% of the PPG children are identified as having a special educational need and are on the SEN register.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A

