

# Pupil Premium strategy statement for St Anthony's Catholic Primary School 2023-2026

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 impact that last year's spending of Pupil Premium had within our school.

## School overview

Detail	Data
School name	St Anthony's Catholic Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katrina Straker
Pupil premium lead	Svetlana Inwards
Governor / Trustee lead	Anne Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,124
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£27,124</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All the teachers, teaching assistants and governors at St Anthony's are committed to meeting the academic, social and pastoral needs of all our Pupil Premium (PP) children. Our ultimate objective is to accelerate the progress of our disadvantaged pupils by identifying their academic gaps and removing barriers to learning, thus enabling all children to achieve their full potential, regardless of their ability.

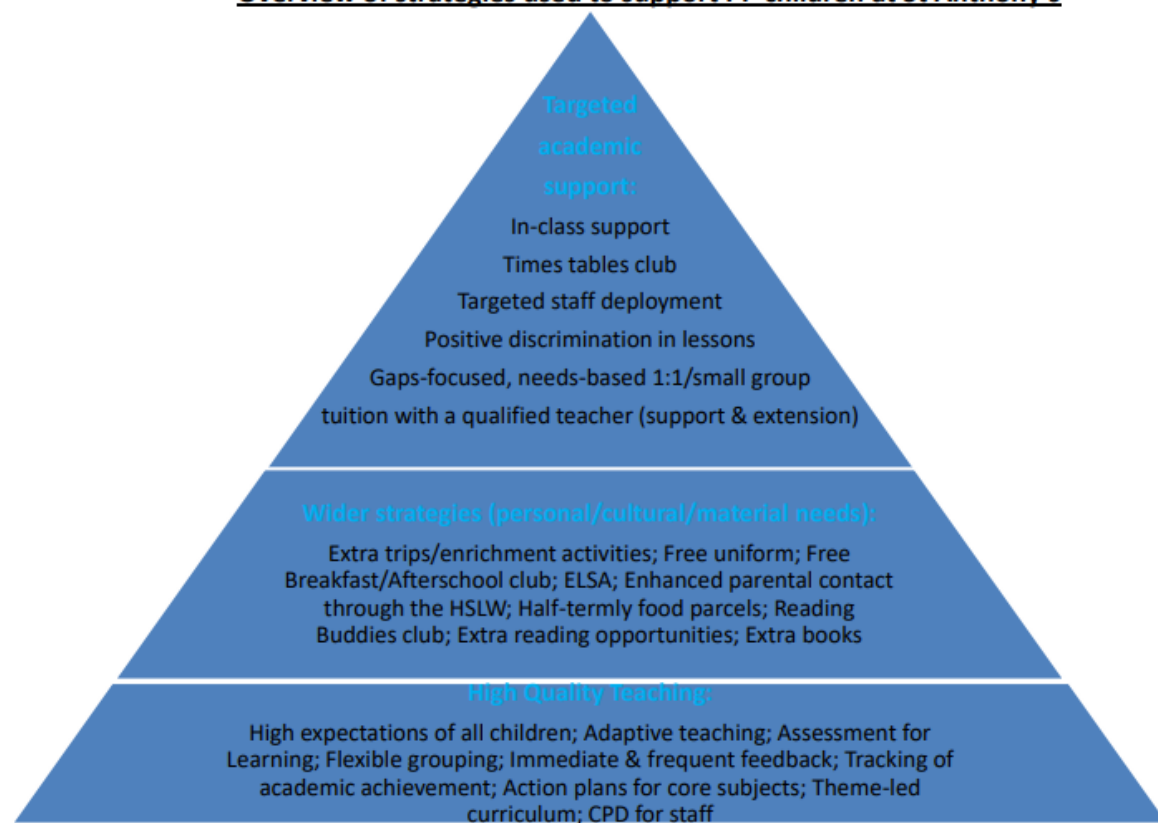
We recognise that not all disadvantaged children qualify for PP and, as an inclusive school, we support all the children who have been identified by the school as being at an educational disadvantage compared to their peers, such as for example the Young Carers. This support is funded from the school's main budget.

We pride ourselves in providing a personalised approach to each individual PP child, based on their needs. In our school, every PP child has their own barriers to learning identified and our staff work hard at removing these barriers.

We continuously strive to improve our practice and in turn the children's progress. We have therefore trialled a number of strategies over the years and the ones that we continue to use are supported by evidence; be it through our own research or through research carried out by EEF, Sutton Trust or Sheffield Pupil Premium Action Research.

Our current PP provision follows the recommended three tier model, as highlighted in the model updated for this academic year, below:

### Overview of strategies used to support PP children at St Anthony's



## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Slower progress rates have been recorded for some PP children in reading, writing, SPaG and/or maths when compared to their non-PP peers.
2	Staff observations and discussions with parents and pupils indicate that readiness to learn and engagement in the school life are affected by home issues.
3	Staff observations and discussions with parents and pupils indicate poor parental engagement and lack of aspirations in some disadvantaged children.
4	Persistent lateness and absences have been recorded amongst some disadvantaged children leading to curricular gaps.
5 – added Sept '25	Difficulties associated with Special Educational Needs & Disabilities (SEND) are indicated by one third of our socio-economically disadvantaged children.

## 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
<p>1. Increase the % of PP children making the expected progress or more than expected progress in core subjects.</p>	<p>The end of year percentage of PP children achieving the expected progress in core subjects will increase to at least 80% over the next three academic years.</p> <p>The special focus for the academic year 2023-24 will be Reading, as the area in which the expected progress was at its lowest during the last academic year (44% for PP and 57% for SPP).</p> <p>We are aiming to increase the percentage of children achieving the expected progress in Reading to at least 60% by July 2024.</p> <p>The focus on progress of our PP children will carry on during the following academic years, with specific focus reviewed annually.</p> <p><u>December 2024 update</u></p> <p>The EoY results for the academic year 23-24 show a positive outcome to our focus on reading, with 81% of PP children and 91% SPP children making the expected or more than expected progress.</p> <p>The percentage of children making expected or more than expected progress in maths has also increased over the last academic year from 72% to 75% for PP children and from 57% to 82% for SPP children.</p> <p>Over the academic year 24-25, we will change our focus onto improving the expected progress percentage for writing for PP and SPP and SPaG for PP children. These are currently at 69% for PP and 45% for SPP children making the expected progress in writing and 69% for SPaG in PP children. SPaG for SPP children is at 91%.</p> <p><u>December 2025 update</u></p> <p>During the academic year 24-25, we have increased the percentage of children making the expected or exceeding the expected progress to above 80% in all the core subjects – see page 11 for more detail.</p> <p>Our focus for this academic year is to keep up to progress whilst also increasing the percentage of children attaining ARE by at least 5%, especially in reading and writing.</p>

<p>2. Identify the barriers to learning for each PP child and aim to remove them in order to help to fulfil each child's full potential.</p>	<p>All the disadvantaged children will fully engage in all the school activities.</p> <p>This will be achieved by ensuring that all the needs of each PP child are addressed as effectively and as quickly as possible, using the EEF recommended four strands of approach (academic, cultural, personal and material).</p> <p><u>December 2024 update</u></p> <p>We closely track the academic progress of our PP children and deploy our PP LSA, based on the identified needs.</p> <p>Our staff work closely, as a team, in order to ensure awareness of any external barriers to learning our PP children might experience (e.g. low family finances, parental unemployment, lack of support at home, etc.). Regular phone calls with our Home Liaison staff ensure that we are able to identify any emerging issues and put the correct support in place as soon as a barrier is identified. Examples of support are school uniform, food parcels, extra books as well as support with attendance.</p> <p><u>December 2025 update</u></p> <p>The above approach is proving successful, as reflected in the progress being made by our PP children in core subjects, we therefore intend to carry on the recommended EEF four strand approach to identifying and removing barriers to learning for our PP children.</p> <p>During the academic year 25-26, in addition to the our existing provision, we are also addressing the needs of our adopted and fostered children further by making our Adoptive parents meetings open to more local schools.</p>
<p>3. All the PP children will have full access to the school's enrichment activities.</p>	<p>Every PP child will have an opportunity to attend an extra-curricular club, should they choose to do so.</p> <p>No PP child will be prevented from attending a school trip due to their family's financial difficulties.</p> <p>Where appropriate, PP children will have opportunities to attend extra trips aimed at widening their horizons.</p> <p><u>December 2024 update</u></p> <p>Based on an annual review of extra-curricular clubs attendance by our PP children, all our PP children had an opportunity to attend at least one club at our school, if they were interested and this was supported by their parents.</p> <p>Last year, we were unable to organise an enrichment trip for our PP children due to a long-</p>

	<p>term staff illness. We are already in the process of organising a trip to a local STEM fair for primary schools in the Spring term 2025.</p> <p><u>December 2025 update</u></p> <p>We also carried out the annual survey of the extra-curricular club attendance by our PP children to ensure that finances were not a barrier to any child attending a club, should they and their parents wish for them to do so.</p> <p>We were also successful in taking our upper KS2 PP children to a local STEM fair. As a result, children changed their outlook on STEM and as many as 75% of those who attended commented that they would consider looking into a career in STEM, as a result of attending this particular fair.</p>
<p>4. The average attendance % of PP children will increase year on year.</p>	<p>The average attendance percentage of PP children during the academic year 2022-23 was 93.88% We are aiming to raise it above 95%.</p> <p><u>December 2024 update</u></p> <p>During the academic year 2023-24 the average attendance for PP children increased to 94.32%. We have a number of whole school strategies in place, such as daily monitoring of absences, monitoring of any persistently absent children and phone calls to parents of any children who are off sick for longer than 3 days.</p> <p><u>December 2025 update</u></p> <p>During the academic year 2024-25 the average attendance for PP children was 95.1%. One child was persistently absent, in part for medical reasons, the attendance of which is being addressed through the provision of various support to minimise absence this year.</p>
<p>5. <u>Added Sept 2025</u> Our PP children with SEND will make progress from their starting point, which is in line with their IEP and EHCP outcomes.</p>	<p>Our children with SEND will receive focused support to help them achieve their IEP targets and close any relevant gaps, in the same time frame as their non-PP peers.</p>

## 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated PP lead who oversees the delivery of targeted four strand (academic, cultural, personal and material) approach to our PP provision.	Sutton Trust research supports this and our own evidence shows that having a dedicated teacher has led to much improved provision for all the PP children across our school. EEF recommends a four strand approach in order to ensure all the needs of each child are addressed.	1, 2, 3, 4 & 5
Continuous CPD on the latest developments in education. Weekly staff meetings focused on developing strong pedagogical practice in all subjects using the research of Rosenshein's Principles.	EEF points to the importance of high quality teaching in raising pupil attainment.  The National College states that CPD is important in ensuring that school staff can deliver high quality teaching and impact positively on pupil outcomes.	1, 2, 3 & 5

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions targeted at individual gaps delivered by dedicated PP Learning Support Assistant	EEF research found that 1:1 tuition as well as small group coaching have substantial impact on the learning. (Sharples et al, 2011) also found that 'schools which are successfully closing attainment gaps rigorously monitor the progress and use this data to inform targets'.	1, 2 & 5

	We therefore regularly track the progress of our PP children and deploy our PP LSA accordingly.	
Deployment of most experienced staff to classes with the highest percentage of disadvantaged children.	EEF research supports high quality provision with well-qualified and well-trained staff. We therefore use our most experienced LSAs as well as trained HLTAs to deliver quality support to children who need it the most. Furthermore, we are constantly reviewing the training needs of our staff and look for ways to deliver the necessary training in the most effective way.	1, 2 & 5
Times tables club	Knowledge of times tables and the speed of recall underpin success in many areas of maths, especially in KS2. Our internal data suggests that PP children often struggle with their times tables recall, in comparison to their non-PP peers. Our times tables club is geared towards frequent retrieval practice, which, according to Ebbinghaus's research, is amongst the two best techniques for transferring information into children's long term memory.	1, 2, 3 & 5
<u>New in Sept '24</u> Disadvantaged children to participate in regular writing conferencing with the PP LSA as part of the extended writing feedback process	According to EEF, verbal feedback can be highly effective, especially if taking place soon after learning has been completed. Writing conferencing offers feedback about specific areas that need to be improved. When feedback is given well it can add 6 months progress.	1 & 5

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

Budgeted cost: £7,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Maslow's Hierarchy of needs clearly points to ensuring that emotional needs are fulfilled before the cognitive needs can be met. A number of our PP children are receiving ELSA support to ensure that their emotional needs are supported and met.	2

Free uniform	Families often lack means of providing children with the correct uniform, we therefore support our PP families with this need.	2
Free Breakfast/Afterschool Club	Our previous internal research has demonstrated that offering free Breakfast Club improves attendance and prevents lateness. Research by DfE in 2016 identified a link between poor attendance and poor attainment. We therefore closely track any increases in lateness to school in PP children and in suitable cases, offer free breakfast club attendance to prevent any further lateness.	2 & 4
Extra reading opportunities	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). We therefore provide extra reading and reading comprehension opportunities to our PP children, especially those whose progress in reading is not in line with the expectation.	1, 2, 3 & 5
Extra trips/clubs	S. Cullen et al (2018) considers 'widening horizons' as one of the four strands to be used in supporting disadvantaged children. We therefore aim to organise at least one extra trip for our upper KS2 PP children. We also ensure that all PP children have the option to attend all the school activities, regardless of the family's financial position.	3
<u>New since Sept 2024:</u> Child and Family Support Worker to work intensively with identified families.	(Sharples et al, 2011) considers engaging parents (especially hard to reach parents) in their child's learning as a long term strategy to be used by schools to close attainment gaps. Following a successful trial, we now employ a Home Liaison worker who is in regular contact with the PP parents who have been identified as requiring this service.	1, 2, 3, 4 & 5
<u>New since Feb 2025:</u> Regular coffee mornings for adoptive and foster parents (creating a local Hub open to parents from all our local schools).	Discussions with our adoptive parents have highlighted the sense of isolation and the lack of parenting help available to this specific group of parents. As a result, we trialled organising meetings for the local adoptive and foster parents at our school. The	1, 2, 3 & 4

	<p>meetings are organised by our Inclusion Lead with our Home School Link Worker and ELSA also in attendance.</p> <p>The trial has been positively received with parents requesting that we contact further schools to open up the option for a regular meeting at our school to further participants.</p>	
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**Total budgeted cost: £27,124**

## 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 during the academic year 2024 to 2025.

**Below is the data for Pupil Premium children (FSM, Ever 6 FSM and Adopted/In Care categories):**

**Comparison of progress of PP children against non-PP children for 24/25**

	Non-PP	PP
Reading	103.5	100
Writing	104.8	118.9
SPaG	103	116.7
Maths	102.8	106.3

Note: 100 equates to the expected progress

**Percentage of PP children making expected or more than expected progress**

	2022/23 20 children	2023/24 16 children	2024/25 11 children
Reading	44%	81%	82%
Writing	83%	69%	91%
SPaG	72%	69%	82%
Maths	72%	75%	82%

### Percentage of PP children achieving ARE

	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
	<b>20 children</b>	<b>16 children</b>	<b>11 children</b>
<b>Reading</b>	72%	81%	55%
<b>Writing</b>	55%	44%	45%
<b>SPaG</b>	61%	56%	73%
<b>Maths</b>	61%	56%	73%

**Following is the data for the Services PP children:**

**Comparison of progress of Services PP children  
against non-PP children for 24/25**

	Non-PP	SPP
Reading	102.6	108.2
Writing	104.2	105
SPaG	103	103.4
Maths	102.6	102

**Services PP children achieving Age Related  
Expectations**

	2022/23 9 children	2023/24 11 children	2024/25 9 children
Reading	86%	82%	89%
Writing	71%	64%	78%
SPaG	86%	91%	89%
Maths	71%	82%	100%

**Percentage of SPP children making expected or more than expected progress**

	2022/23 9 children	2023/24 11 children	2024/25 9 children
Reading	57%	91%	89%
Writing	100%	45%	89%
SPaG	86%	91%	56%
Maths	57%	82%	78%

Following the end of the year data analysis we conclude the following:

We are proud of so many of our PP and SPP children making either the equal or better progress than their non-PP peers in most of the core academic areas last year (PP in writing, SPaG and maths and SPP in reading, writing and SPaG).

It is worth noting that approximately one third of our PP children are children with SEND and, although they might not be working at the level of their peers, often not achieving ARE, we support them in making progress at the level which is appropriate to them.

Reading – Whilst the percentage of PP children making the expected progress has increased slightly to 82%, we are aware that there are some PP children who have made lower progress than their non-PP peers. We are also aware that only 55% of our PP children are currently working at the age related level. Therefore, as part of our school improvement plan for this academic year, we are focusing on the development of the reading fluency followed by reading comprehension skills.

Writing – The introduction of weekly 1:1 writing conferencing for our PP and SPP children, which is in addition to the weekly targeted in-class support provided by our PP LSA during the English lessons is having the desired impact on the percentage of PP and SPP children making the expected progress as well as the comparison of progress against their non-PP peers. It however remains a fact that over half of our PP children and almost a quarter of our SPP are not yet working at an age related level. This academic year we are therefore improving the way we use the daily teaching to plug the identified gaps and using a more intense team approach to achieve the desired outcomes for our PP children.

Spelling, Punctuation and Grammar – SPaG – Introduction of the Read Write Inc whole school spelling scheme, alongside targeted support for individual children has helped to improve the level of progress as well as the attainment of our PP and SPP children in SPaG. The SPP children who have not made the expected progress in SPaG last year have been identified and relevant support has been put in place for them this year.

Maths – The percentage of children meeting the age related expectations has increased in both PP and SPP categories. Whilst the percentage of PP children making the expected progress has also increased, the progress of SPP children has decreased slightly. We have identified the year group in which the PP and SPP children have made the least amount of progress and, as a result, the children are receiving more intensive support this year.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We regularly carry out a review of our provision for the Services children, tracking each individual child and providing support for them, where necessary.

	<p>We provide academic support as well as extension activities to our Services children who need it.</p> <p>In addition, we provide our Services parents with information on various support groups available to them.</p> <p>Children whose parents are on deployment are given ELSA support.</p> <p>We also have a Services representative on the School Council to ensure that the voice of our Services children is heard.</p> <p>Last academic year, our SPP children in the Upper Key Stage 2 attended a special day at University of Winchester designed to inspire SPP children to study at university level.</p> <p><u>New since Sept '24</u></p> <p>As a result of training received by our staff (delivered by the University of Winchester), we have introduced a half-termly opportunity for our SPP children to meet socially and reinforce links with each other.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Please see The Pupil Premium Strategy outcomes above.</p>