

# Pupil premium strategy statement – St. Anthony’s Catholic Primary School and Nursery

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	14/237 =5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hannah Edwards
Pupil premium lead	Hannah Edwards
Governor / Trustee lead	Jamie Staddon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£21,210

## Part A: Pupil premium strategy plan

### Statement of intent

At St. Anthony's Catholic Primary School our curriculum is driven by our mission to create young people who have the skills and knowledge that they need to reach their true, God given potential to be the best version of themselves and who serve one another in a loving, Catholic community. Our intention is that our children become successful learners who have a voracious curiosity, make excellent progress from their starting points, and achieve an excellent body of knowledge and skills. We develop confident young people who are able to live healthy and fulfilling lives, creating responsible citizens who are agents for change and are ready to make positive and lasting contributions to society.

We want to ensure that all children, regardless of their background, ethnicity, or race, receive the support they require so that they can become successful learners. Using a range of sources of evidence, including school based, school leaders are supported and guided in how to provide meaningful, progressive and engaging learning experiences for all of our children.

We recognise that the challenges facing disadvantaged pupils and their families are varied and there is no "one size fits all", however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting those children in receipt of pupil premium include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our ultimate goals are to:

- Eradicate the attainment gap between disadvantaged pupils and their peers in all subject areas
- Ensuring that all children have equality of access to enrichment activities, clubs and other wider opportunities
- Foster meaningful partnerships between home and school, by supporting all families to participate fully in school life, and providing them with strategies to support the academic and social and emotional needs of children
- facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

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To do achieve this we are:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils
  - delivering an expertly planned curriculum which ensures pupils make rapid progress
- delivering an aspirational broad and balanced curriculum which plans for experiential experiences
  - providing families with the tools that they need to support their child's learning in school through providing them with key learning concepts prior to learning taking place
- improving children's well-being and developing skills such as problem solving, risk taking and improved communication
  - providing school clubs, trips and experiences to enhance cultural capital and widen horizons and strengthen aspirations.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.

## Challenges

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

Challenge number	Detail of challenge
1	A number of our pupils who are eligible for pupil premium have poor attendance and this negatively impacts on their attainment and progress but also their ability to build meaningful relationships with their peers at school.
2	A number of pupils who are eligible for pupil premium do not achieve as well as their peers, specifically in phonics and reading
3	A number of our pupils who are eligible for pupil premium have a background of challenging social and personal issues which are negatively impacting on their mental health and wellbeing and their ability to retain learning and make good progress.
4	For some of our pupils who are eligible for pupil premium the financial crisis and rising cost of living make them more likely to experience financial difficulties. This leads to these pupils not always having the same opportunities of access to enrichment activities and wider school experiences as their peers.

## 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 attendance for pupils who are eligible for pupil premium.	Attendance monitoring shows that the attainment of disadvantaged pupils is in line with their peers.
Pupils who are eligible for pupil premium access the same enrichment activities, clubs and experiences as their peers.	The percentage of pupils eligible for pupil premium taking part in extracurricular clubs and enrichment activities has increased and is in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly those who are eligible for pupil premium.	Qualitative data from student voice, student and parent surveys and teacher observations will show that pupils have positive mental health and wellbeing.
Improved reading attainment for pupils who are eligible for pupil premium.	Assessments and observations show that disadvantaged pupils are achieving in line with their peers. Evidence is taken from a range of sources including pupil conferencing and lesson observations.

## 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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive programme of CPD to ensure that all teachers have high levels of subject knowledge with a particular focus on updates to the Read Write Inc Phonics Programme	EEF guidance states that implementation of phonics should cover: 'Training staff to ensure they have the necessary linguistic knowledge and understanding'	2
Improve the language and oracy of pupils so that are using the language of the expert in their oral and written contributions.	EEF: 'A focus on oral language skills will have benefits for both reading and writing.'  Research also suggests that 81% of children and young people with social, emotional and mental health (SEMH) needs have significant unidentified speech, language and communication needs (SLCN). Addressing spoken language is imperative in addressing SEMH.	2, 3
Recruiting and retaining experienced members of staff.	EEF guide to pupil premium 'Tiered approach – quality first teaching is the top priority, including CPD.'	2,3

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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of the Nesy programme to support reading and spelling learning.	<p>The EEF State: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	2
<p>Quality assessment used to inform teaching through identifying gaps and misconceptions.</p> <p>Purchasing quality summative assessments to support teacher assessment judgements that fit with the school attainment and progress monitoring.</p>	<p>Embedding formative assessment, building on prior knowledge and preempting misconceptions has proven to help allow lower attaining children to make additional progress compared to their peers.</p> <p>EEF: 'Anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.'</p>	2

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

Budgeted cost: £ 17,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Studybugs to closely monitor attendance for all pupils.</p>	<p>Every School Day Counts  <a href="https://nces.ed.gov/pubs2009/attendancedata/index.asp">https://nces.ed.gov/pubs2009/attendancedata/index.asp</a></p> <p>Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Poor attendance has serious implications for later outcomes as well.</p>	<p>1</p>
<p>Extend the quantity and quality of extra-curricular activities, promoting physical activity and the arts and cultural capital</p> <p>Eligible pupils receive free access to all clubs and enrichment activities.</p> <p>Eligible pupils receive free access to peripatetic music lessons.</p> <p>Support for pupils with school uniform including PE kits and school shoes.</p>	<p>Arts participation and involvement in extracurricular activities has led to improved outcomes, more positive attitudes to learning, health benefits and increased well-being.</p> <p>Arts participation   EEF  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Physical activity   EEF  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>3, 4</p>
<p>Provide support for children with SMEH concerns</p>	<p>Small group interventions make progress as they target key, specific areas of need. Through a variety of different programmes,</p>	<p>4</p>

<p>through the support of a counselling service.</p> <p>Purchase of CPOMS to monitor incidents and behaviour.</p> <p>Provide access to fully qualified counsellors for 1:1 support sessions.</p> <p>Peer mediation training for Upper Key Stage 2 pupils.</p> <p>Employment of an educational psychologist to ensure learning needs are fully met</p>	<p>children are carefully selected to target areas of need beyond the academic, which can help them thrive both within academia and later life.</p>	
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**Total budgeted cost: £ 21,210**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Studybugs has enabled us to forensically monitor attendance this year, especially for those pupils who fall into our disadvantaged group. This has enabled us to recognise trends in non-attendance, alert parents quickly and effectively and to keep attendance for disadvantaged children at above 90% for the whole year. Attainment of disadvantaged pupils continues to be a strength with the majority of those pupils in receipt of PPG achieving the expected standard or better at the end of Key Stage 2.

All pupils in school continue to attend at least one before or after school club and are all involved in at least one sporting competition. The school has also paid for all children who are in receipt of PPG to go on school trips, including the residential in Year 6. They also have access to music lessons, language tuition and any other school clubs available.

Nessy has had a positive impact on the children using the platform and have raised their reading ages by at least 12 months.

Results from the school's most recent pupil and parent surveys demonstrates that 100% of children feel safe and happy in school.