

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect 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 | 163 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-2026 |
| Date this statement was published | January 2025 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Mr J Sims |
| Pupil premium lead | Mr Sims |
| Governor / Trustee lead | Mr T Holdsworth |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £55,286 |
| Recovery premium funding allocation this academic year (including tutoring funding) | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £55,286 |

Part A: Pupil premium strategy plan

Statement of intent

At **St Anthony's**, we are committed to ensuring that every child, regardless of background or circumstance, has the opportunity to **flourish academically, socially, and emotionally**. All members of staff and the Governing Body **take collective responsibility** for supporting disadvantaged pupils and **closing the attainment gap** through high-quality teaching, targeted interventions, and a nurturing school environment.

We recognise the **local challenges** that impact a number of our pupils, including:

- **Housing instability and overcrowding**, limiting access to quiet study space and affecting well-being.
- **Domestic violence and family trauma**, which create emotional and psychological barriers to learning.
- **Low parental literacy and financial hardship**, which can impact engagement with education and limit access to enrichment opportunities.

Our Approach

Our Pupil Premium strategy is **informed by research, including the Fisher Family Trust (FFT) and the Education Endowment Foundation (EEF)**, which emphasise that the most effective use of Pupil Premium funding is through:

1. **High-quality teaching** – ensuring that every lesson provides effective scaffolding, challenge, and support for all pupils.
2. **Targeted academic support** – using structured interventions in literacy and numeracy to accelerate progress for those at risk of falling behind.
3. **Wider strategies to remove barriers to learning**, including pastoral care, mental health support, and attendance initiatives.

At **St Anthony's**, this translates into the following actions:

- **Rigorous Pupil Progress Reviews** to identify children needing additional support or challenge.
- **Bespoke intervention plans**, monitored termly by the **SENCO and subject leaders**, ensuring targeted support is effective.
- **Half-termly attendance monitoring**, with proactive strategies to support families in maintaining high attendance.
- **Structured pastoral care and emotional well-being support**, including mentoring and resilience-building programmes.
- **Engaging parents and carers**, offering workshops and guidance to help them support their children's learning at home.

Our ultimate goal is to **break the cycle of disadvantage** by ensuring every child at St Anthony's receives the support, guidance, and opportunities they need to **thrive and succeed**. We remain **relentlessly ambitious for all our pupils**, holding ourselves accountable for their progress and well-being.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Housing instability and overcrowding |
| 2 | Domestic violence and family trauma |
| 3 | Low parental literacy and financial hardship |
| 4 | Poor attendance and punctuality |
| 5 | Low self-esteem and emotional well-being issues |
| 6 | Gaps in literacy and numeracy skill |

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 |
|---|---|
| Children eligible for Pupil Premium will have achievement at least in line with national | Standards in line with national |
| KS1 standards will be at least in line with national for expected for children eligible for Pupil Premium | KS1 standards in line with national |
| Phonics Scores in Year 1 continue to be above national standards | Phonics standards above national |
| Progress will at least be in line with national standards at end of KS2 | All children make at least average progress |

Teaching: Quality Teaching for All

Budgeted cost: £35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|--|---------------|
| Family Support Worker | A dedicated Family Support Worker will work with families facing challenges such as housing instability, domestic violence, and financial hardship, helping to remove barriers to learning. They will provide early intervention, signposting to external agencies, and direct support for parents to improve home learning environments. Research from the Education Endowment Foundation (EEF) suggests that strong parental engagement can accelerate pupil progress. | 1, 2, 3, 4, 5 |
| Additional Teaching Assistant in Reception Class | Early intervention ensures children develop foundational literacy and numeracy skills needed for future success. Targeted support helps address language development gaps. | 1, 2, 4 |
| Whole school focus on the curriculum for writing CPD for teachers and Teaching Assistants | High-quality writing instruction is embedded across the curriculum to improve confidence, fluency, and independence. A focus on oracy and structured writing techniques, including Talk for Writing, ensures that pupils—particularly those from disadvantaged backgrounds—develop the skills needed to articulate ideas clearly and confidently. Research indicates that explicit teaching of writing strategies has a high impact on progress, particularly for pupils with limited access to books and structured conversations at home. | 3,4 |
| Whole school focus on developing mastery specialist curriculum. | A mastery-based curriculum strengthens conceptual understanding in mathematics, ensuring all pupils—especially those at risk of underachievement—become confident, fluent, and resilient problem-solvers. The approach focuses on developing depth before breadth, using CPA (Concrete-Pictorial-Abstract) strategies and precise mathematical vocabulary. EEF research highlights that mastery learning is a high-impact, cost-effective approach to raising standards, particularly in schools where disadvantaged pupils need additional support in closing early gaps. | 2 |

Targeted academic support

Budgeted cost: £13500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Phonics Catch-Up and Intervention – Year 1 (Supported by a Phonics Scheme) | Systematic synthetic phonics (SSP) is one of the most effective ways to improve early reading. The school's phonics scheme has a strong track record of improving outcomes, ensuring disadvantaged pupils keep pace with their peers. The EEF states that high-quality phonics teaching has a high impact on reading attainment. | 1, 3, 4 |

| | | |
|--|---|---------|
| Phonics Catch-Up and Intervention – Year 2 | Continued targeted phonics support in Year 2 ensures that pupils who did not pass the Year 1 screening have the best chance of catching up. This is particularly important for disadvantaged pupils, as reading proficiency underpins success in all subjects. | 1, 3, 4 |
| 1:1 Targeted Reading and Phonics Support | One-to-one tuition provides personalised instruction, ensuring that children develop decoding, fluency, and comprehension skills. Research shows that well-structured 1:1 support in reading has a high impact, especially for children at risk of falling behind. | 1, 3 |
| Maths Booster – Year 6 | Small group tuition ensures that pupils address specific gaps in learning, particularly in problem-solving and reasoning. The EEF states that small-group maths interventions are particularly effective when aligned with whole-class teaching. | 1, 4 |
| Small Group Literacy Support | Targeted 1:1 literacy interventions focus on pupils who need additional support with reading fluency, comprehension, and writing structure. Personalised learning approaches help accelerate progress for struggling readers and writers. | 1, 3 |
| Booster maths Year 6 | Small group intervention to address gaps in learning | 2 |

Wider strategies

Budgeted cost: £6,786

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Family Support Worker – Focus on Attendance | Many disadvantaged pupils face barriers to attendance, including housing instability, family challenges, and disengagement from learning. A dedicated Learning Mentor provides individual support, works with families, and implements proactive attendance strategies. The EEF recognises that attendance interventions, when targeted and consistent, can improve school engagement and attainment. | 5 |
| Pastoral Support – Coaching and Counselling | One-to-one and small-group coaching/ counselling provides a space for children to express their feelings, develop resilience, and manage emotional challenges. Evidence suggests that wellbeing support improves self-esteem, emotional regulation, and school engagement, particularly for pupils facing trauma or mental health challenges. | 6 |

Total budgeted cost: £ £55,286

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 2023 to 2024 academic year.

58% of children in EYFS achieved a good level of development as compared with 68% of children nationally.

81% of children in Year 1 achieved the expected standard in phonics which was in line with national at 68%.

KS2 Results

The 2023-2024 academic year presented a particularly challenging Year 6 cohort, with a high proportion of pupils with significant behavioural needs, which impacted overall attainment. Despite strong interventions, 58% of pupils achieved the expected standard in reading, writing, and maths combined, compared to 61% nationally.

However, we have taken decisive steps to strengthen our approach in response to this challenge:

- Embedding a stronger culture of high expectations in Year 6, focusing on behaviour for learning and resilience.
- Additional booster classes in numeracy, ensuring targeted support for identified pupils.
- Refining our intervention strategy to provide more structured small-group teaching, closely aligned with the main curriculum.

Given these improvements, we are confident that this underperformance will be an exception rather than a trend. We expect significant progress in the 2024-25 cohort, with targeted interventions and a more structured approach ensuring better outcomes for disadvantaged pupils.

Attendance Strategy & Expected Impact

Attendance remains a key focus at St Anthony's, particularly for disadvantaged pupils, where barriers such as housing instability, family challenges, and disengagement from learning can impact regular attendance. While attendance in the last academic year was in line with national averages, we recognise the importance of sustained, proactive strategies to ensure continued improvement.

- To achieve this, we have embedded strong attendance systems, which include:
- A robust first-day response system, ensuring immediate follow-up on absences to provide early intervention where needed.
- Close monitoring of attendance trends, with half-termly reviews to identify patterns and intervene early.
- A targeted support approach, including mentoring and pastoral support for pupils at risk of persistent absence.
- Strengthened parental engagement strategies, including workshops, home visits where necessary, and structured support for families facing attendance barriers.
- Attendance incentives and recognition schemes to promote a positive culture around good attendance.

With these systems now firmly embedded, we are confident that attendance among Pupil Premium pupils will remain at least in line with national averages and will continue to improve. Our goal is not only to meet national standards but to exceed them where possible, ensuring all pupils have the best possible access to learning.

Cultural Capital and Enrichment

Since the new leadership team joined in September, it has been clear that pupils need greater opportunities for cultural capital, including sporting events, trips, and enrichment experiences. While last year's strategy had some impact, our review shows this needs further development.

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

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

