

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	50
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Siobhán Jones
Pupil premium lead	James Rooney
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0,000
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	£ 90,900

Part A: Pupil premium strategy plan

Statement of intent

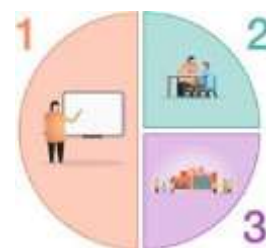
At St Anthony’s Catholic Primary School, we are guided by our mission of *learning, growing and living with Jesus*. Every child is made in the image of God and has the right to flourish, regardless of their background or starting point. Although only around 10% of our pupils are eligible for Pupil Premium funding, we are deeply committed to ensuring that these children are supported to overcome barriers and to thrive spiritually, academically, and personally.

We recognise that disadvantaged pupils in our school face particular challenges, including lower attainment in core subjects, language and communication needs linked to our high EAL population, and gaps in wider opportunities. In response, we use the Pupil Premium Grant strategically to secure both equity and excellence. Our aim is not simply to close the attainment gap, but to enable every child to know they are valued, capable, and called to serve others.

Through a blend of high-quality teaching, targeted interventions, and pastoral care rooted in Catholic social teaching, we provide disadvantaged pupils with the tools and confidence to succeed. This includes:

- Small-group and one-to-one teaching to address individual gaps.
- Enrichment sessions, extended day provision, and clubs that build cultural capital and self-belief.
- Personal development opportunities and mentoring that raise aspirations and build resilience.
- Partnerships with parents that strengthen home–school links and support family engagement.
- Raising aspirations through experiences that broaden horizons and inspire service to others.

Our strategy is grounded in evidence from the Education Endowment Foundation and tailored to the needs of our community. The ultimate goal is for every disadvantaged pupil to leave St Anthony’s as a confident, compassionate, and capable young person who contributes positively to their community and embodies the Gospel values.



Challenges

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

Challenge number	Detail of challenge
1	<p>Early Writing Gaps Assessment data shows a significant attainment gap in writing between disadvantaged pupils and their peers, particularly at the expected standard in Years 1 and 2. Language acquisition difficulties linked to the high EAL population exacerbate these gaps.</p>
2	<p>Higher Standard in Writing While some disadvantaged pupils achieve greater depth, the proportion reaching higher standards in writing is consistently lower than their peers across KS1 and KS2. Vocabulary, grammar, and extended writing remain barriers for many PP pupils.</p>
3	<p>Early Underperformance in Core Subjects In Year 1, disadvantaged pupils typically perform below peers in reading, writing, and maths. Early language acquisition challenges for PP/EAL pupils limit progress towards age-related expectations.</p>
4	<p>Multiplication and Mathematical Fluency Disadvantaged pupils score lower on average in the Multiplication Tables Check, reflecting wider challenges in recall, fluency, and problem-solving compared with peers.</p>
5	<p>Maths Attainment Gaps Across most year groups, disadvantaged pupils underperform in maths at both expected and higher standards. The gap is most significant in Year 6 SATs (2024–25: 20% PP achieving EXS vs 64% whole cohort). While some gaps close by the end of KS2, inconsistency remains, and PP pupils require targeted support throughout the key stages.</p>
6	<p>Metacognition and Self-Regulation Disadvantaged pupils often lack strategies to reflect on and manage their learning effectively. This reduces independence, resilience, and their ability to close gaps in understanding without adult support.</p>
7	<p>Access to Enrichment Financial constraints limit disadvantaged pupils' participation in residential, trips, and extracurricular opportunities. This reduces their access to the cultural capital, enrichment, and social experiences that support academic learning and personal growth.</p>

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.

Challenge	Intended Outcome	Success Criteria
1. Early Writing Gaps	Increase the proportion of disadvantaged pupils achieving the expected standard in writing at KS1.	<ul style="list-style-type: none"> - By end of Year 2, PP attainment in writing at EXS is within 5% of peers. - PP pupils demonstrate improved vocabulary and sentence structure through moderated writing samples.
2. Higher Standard in Writing	Raise the proportion of disadvantaged pupils achieving greater depth in writing across KS1 and KS2.	<ul style="list-style-type: none"> - By 2026, PP pupils achieving GD in writing is in line with peers and above 2024 baseline. - Prior high-attaining PP pupils maintain expected or better progress in writing across KS2.
3. Early Underperformance in Core Subjects	Improve disadvantaged pupils' attainment in reading, writing, and maths in Year 1.	<ul style="list-style-type: none"> - By end of Year 1, PP pupils achieve EXS in line with peers in phonics, maths, and writing. - Gaps between PP and non-PP in Year 1 are reduced to below 5%.
4. Multiplication and Mathematical Fluency	Increase average PP score in the Multiplication Tables Check.	<ul style="list-style-type: none"> - Average PP MTC score rises year-on-year, meeting or exceeding national average by 2026. - Gap between PP and peers in MTC score is closed.
5. Maths Attainment Gaps	Raise PP attainment in maths across all year groups.	<ul style="list-style-type: none"> - PP pupils achieving EXS in KS2 maths rises by at least 20pp from 2025 baseline. - By 2026, proportion of PP at GD in maths is at least in line with national averages.
6. Metacognition and Self-Regulation	Build independence and resilience so disadvantaged pupils can manage and reflect on their own learning.	<ul style="list-style-type: none"> - PP pupils articulate what they are learning and how to overcome barriers. - Work scrutiny and pupil voice show improved retention and connections across subjects. - Lesson visits show PP pupils working more independently and confidently.
7. Access to Enrichment	Ensure all disadvantaged pupils access a broad range	<ul style="list-style-type: none"> - PP participation in clubs, trips, and residential matches non-PP. - Pupil voice evidences strong connections

	of enrichment, trips, and cultural capital experiences.	between curriculum content and enrichment experiences. - PP pupils demonstrate improved knowledge, aspiration, and personal development outcomes.
--	---	--

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Est. Cost
Adaptive Teaching & Assessment CPD	Ofsted identified that teachers do not always check pupils' learning systematically. Training on questioning, feedback, and adaptive teaching ensures PP/EAL pupils' understanding is consistently monitored. EEF: Feedback (+6 months).	1–6	£3,000
Developing Oracy across the Curriculum (Voice 21 style)	With 259 EAL pupils, oracy is a key barrier. Structured talk and vocabulary teaching improves attainment across subjects. EEF: Oral language interventions (+6 months).	1–3, 6	£4,000
White Rose Maths & Mastering Number CPD	Maths is the largest PP attainment gap (KS2 SATs). Mastery training improves fluency and reasoning. EEF: Mastery learning (+5 months).	4, 5	£3,000
Read Write Inc / Little Wandle Coaching & Fidelity Training	Ensures consistency in phonics teaching and same-day interventions. EEF: Phonics (+4 months).	2, 3	£3,000
Parental Phonics/Maths Workshops (with translated resources)	Engaging parents of EAL/PP pupils boosts home learning. EEF: Parental engagement (+4 months).	3, 6, 7	£1,500
Staff release/cover for CPD	Ensures training reaches all staff.	All	£3,500

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Est. Cost
Easter Tuition (Year 6 PP focus)	Short, intensive interventions boost outcomes before transition. EEF: Small group tuition (+4 months).	2, 5, 6	£6,000
Early Morning Interventions (KS1 & KS2)	Daily, targeted groups address gaps in maths/reading before school.	1–5	£8,000
Doodle Learning Platform (Maths & English)	Provides personalised practice and motivates learners. EEF: Digital technology improves practice when aligned with curriculum.	3, 4, 5	£3,500

NGRT Reading Assessments (extra credits)	Supports early identification of PP/EAL reading needs. EEF: Diagnostic assessment improves targeted intervention.	1–3	£1,500
Little Wandle – Same Day Interventions	Ensures pupils catch up immediately when gaps appear. EEF: Phonics (+4 months).	3	£12,000
KS1 & KS2 Phonics Catch-Up (post-screening)	Targeted support for those not meeting baseline or Year 1 screening standard.	3	£7,000
Writing Recovery Groups	Teacher-led groups target grammar, vocabulary, extended writing.	1, 2, 3	£6,000
Maths Recovery (KS2 PP pupils)	Teacher/TA-led small groups for fluency and reasoning.	4, 5	£6,000

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

Budgeted cost: £23,680

Activity	Evidence that supports this approach	Challenge number(s) addressed	Est. Cost
Attendance Mentor / Family Liaison	Ofsted noted persistent absence remains an issue. Family engagement reduces absence. EEF: Parental engagement (+4 months).	1–7	£8,000
Triple P Parenting & Family Support	Builds parental capacity to support learning and routines.	1–7	£3,500
Enrichment Subsidy (trips, clubs, residential)	Removes financial barriers, ensuring PP pupils access cultural capital. EEF: Arts participation (+3 months).	6, 7	£6,000
Personal Development & Wellbeing Programme	Embeds Catholic values, supports pastoral and social-emotional growth. EEF: SEL programmes (+4 months).	6, 7	£2,500
Oracy & Reading at Home Packs (bilingual)	Bridges home-school gap for PP/EAL families.	1–3, 6	£1,400
Foundation Subject Trips & Workshops subsidy	Curriculum-linked visits connect classroom learning to real world.	6, 7	£1,500

Totals

- **Teaching:** £18,000
 - **Targeted Academic Support:** £50,000
 - **Wider Strategies:** £22,900
- Overall Total: £90,900**

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes 2024–2025

In the 2024–2025 academic year, St Anthony’s Catholic Primary School received **£114,271** in Pupil Premium funding. This funding was used to support targeted initiatives designed to raise standards for disadvantaged pupils and to remove barriers to learning. Of the 472 children enrolled last year, 58 were eligible for Pupil Premium support, representing 12% of the school population.

St Anthony’s has a strong track record of prioritising disadvantaged pupils, with strategies rooted in Catholic values of dignity, service, and equity. Our use of funding was carefully aligned to research from the Education Endowment Foundation Toolkit, ensuring chosen interventions offered high impact and value for money. We also embedded rigorous systems for monitoring impact, enabling leaders to adapt provision quickly when necessary.

Measuring impact

- The Senior Leadership Team (SLT) monitored Pupil Premium expenditure termly, tracking outcomes through assessment data, NGRT reading results, phonics checks, and intervention records.
- Pupil Premium provision was mapped using Provision Map, with half-termly reviews of entry/exit data.
- Teachers analysed disadvantaged pupil progress at pupil progress meetings each half term, identifying children at risk of falling behind and adapting provision accordingly.
- Quality First Teaching remained the cornerstone of provision, with additional support layered through early morning interventions, same-day phonics catch-up (Little Wandle), targeted maths and writing groups, and personalised support via Doodle Learning.

Key outcomes

- **KS2 SATs 2025:**
 - **Reading:** 60% of disadvantaged pupils achieved EXS compared to 71% of all pupils.
 - **SPaG:** 60% of disadvantaged pupils achieved EXS compared to 72% of all pupils.
 - **Maths:** 20% of disadvantaged pupils achieved EXS compared to 64% of all pupils (largest gap).
 - **Writing:** 50% of disadvantaged pupils achieved EXS (1 at GD) compared to 67% of all pupils (3 at GD).

These results show disadvantaged pupils performed broadly in line with peers in reading and SPaG, with some success at GD in writing, but with a **significant gap in maths attainment**.

- **Phonics and Early Reading:** Rigorous use of Little Wandle, daily interventions, and phonics catch-up for KS1/KS2 pupils supported strong reading foundations. Gaps in phonics were quickly addressed through same-day interventions, helping disadvantaged pupils to remain on track.
- **Language and Oracy:** Oracy and vocabulary were developed through targeted teaching strategies and NGRT assessments, supporting our large EAL and PP population.
- **Maths:** Despite targeted support, disadvantaged pupils struggled most in maths. While recovery tuition and Doodle Learning provided additional practice, this remains a key priority moving forward.
- **Enrichment and Wellbeing:** All disadvantaged pupils were enabled to participate in trips, clubs, and enrichment through subsidy. Pastoral support, family liaison, and chaplaincy also provided wraparound care in line with our Catholic ethos.

Progress of disadvantaged pupils (whole school)

- Across most year groups, disadvantaged pupils made progress broadly in line with their peers, particularly in reading and writing.
- KS1 disadvantaged writing outcomes remain an area for improvement, reflecting national trends.
- Targeted phonics teaching, NGRT assessments, and structured early interventions proved highly effective.
- The most significant barrier remains **maths attainment at KS2**, which will be the focus of our 2025–26 strategy through enhanced CPD, recovery programmes, and sharper monitoring of PP outcomes in mathematics.

Value for money

The Pupil Premium allocation demonstrated strong value for money:

- Disadvantaged pupils accessed high-quality early interventions, ensuring gaps did not widen in phonics and reading.
- Extra tuition (Easter school, early morning groups) gave pupils additional opportunities to consolidate learning.
- Family engagement, attendance support, and enrichment ensured disadvantaged pupils were included in all aspects of school life.

Next steps:

1. Prioritise maths mastery and fluency for disadvantaged pupils.
2. Strengthen teacher practice in systematic checking of PP pupils' understanding (Ofsted recommendation).
3. Continue to develop oracy and vocabulary to accelerate progress in reading and writing.
4. Sustain enrichment and pastoral support to ensure disadvantaged pupils flourish academically, socially, and spiritually.

	Proportion meeting the expected standard (TA) at the end of Summer 2025					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1	3	36	4	37	4	36
Year 2	4	34	2	33	3	29
Year 3	3	40	4	39	5	40
Year 4	7	45	6	37	8	42
Year 5	6	56	8	60	5	48
Year 6	5	42	6	41	2	37

	Proportion meeting the higher standard (TA) at the end of Summer 2025					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1	2	8		0	1	8
Year 2		8		6		6
Year 3	2	7		0		3
Year 4	2	5		2		2
Year 5	2	14	1	3	2	17
Year 6	1	7	1	1	1	6

37

	Proportion meeting the expected standard (Standardised Test) at the end of Summer 2025					
	Reading		Grammar		Maths	
	Dis	All Pupils	Dis	All	Dis	All Pupils
Year 1	6	44			7	45
Year 2	0	36			1	31
Year 3	2	34			3	39
Year 4	4	34			2	30
Year 5	11	68			9	61
Year 6	5	42	6	41	2	37

	Proportion meeting the higher standard (Standardised Score) at the end of Summer 2025					
	Reading		Grammar		Maths	
	Dis	All Pupils	Dis	All	Dis	All Pupils
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6	1	7	1	1	1	6

	Attendance September 2024-July 2025	
	Disadvantage Pupils	Other Pupils
Whole School		