

Pupil premium strategy statement – St Anthony’s Catholic Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

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	149
Proportion (%) of pupil premium eligible pupils	28.9%
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)	2025-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Danielle Gayle
Pupil premium lead	Danielle Gayle
Governor / Trustee lead	Tony Holdsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 70,799
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>	£ 70,799

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1. Underlying deprivation and economic hardship	A high proportion of pupils experience socio-economic disadvantage, impacting readiness to learn, access to resources, stability at home and overall life chances.
2. Early language and communication gaps	Many pupils, particularly in EYFS and KS1, enter school with below-age expectations in speech, language and vocabulary, affecting reading comprehension and writing across the curriculum.
3. High pupil mobility and in-year admissions	Frequent movement in and out of the school leads to disrupted learning, inconsistent prior experiences and gaps in curriculum coverage.
4. Attendance and persistent absence	Disadvantaged pupils are more likely to have lower attendance due to illness, housing instability, parental engagement challenges or wider family circumstances.
5. EAL and cultural capital barriers	A significant number of pupils speak English as an additional language, which can limit access to the curriculum, vocabulary development and parental engagement unless well supported.
6. Gaps in prior learning and knowledge retention	Historic disruption, including Covid-related impact and missed learning, has resulted in gaps in phonics, fluency, number sense and foundational knowledge.

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 attainment in reading, writing and mathematics for disadvantaged pupils	By the end of KS2, the proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths is in line with or closer to national averages, with a reduced gap compared to non-disadvantaged pupils.
Improved progress from starting points across the curriculum	Internal tracking and external data show that disadvantaged pupils make strong progress from starting points, with progress measures at least in line with non-disadvantaged pupils.
Improved early language and reading outcomes	An increased proportion of disadvantaged pupils meet age-related expectations in phonics and reading by the end of KS1; early language assessments show accelerated progress from entry baselines in EYFS.
Improved attendance and reduced persistent absence	Attendance for disadvantaged pupils improves year on year and is closer to whole-school and national figures; persistent absence among disadvantaged pupils is reduced.
Improved confidence, wellbeing and self-regulation	Disadvantaged pupils demonstrate improved emotional regulation and resilience, evidenced through pastoral records, pupil surveys and reduced need for behaviour or wellbeing interventions.
Increased access to enrichment and wider opportunities	All disadvantaged pupils access educational visits, clubs or enrichment opportunities; participation rates are comparable with non-disadvantaged peers and pupils report positive experiences.

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: £ £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of additional teaching assistants to support high-quality adaptive teaching in class, particularly in English and mathematics	EEF indicates that well-trained TAs, effectively deployed alongside the teacher, can support improved pupil outcomes when used to scaffold learning rather than replace teaching	1, 2, 6
Ongoing professional development and supervision for teaching assistants to ensure effective practice and alignment with whole-school teaching strategies	EEF highlights that the impact of support staff is dependent on training, clarity of role and integration within high-quality teaching	1, 2, 4

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

Budgeted cost: £ 21,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and one-to-one interventions in reading, writing and mathematics delivered by trained teaching assistants	EEF evidence shows small-group tuition and targeted interventions can lead to moderate improvements in attainment when focused on identified gaps	1, 3, 6
Targeted phonics, reading fluency and comprehension interventions for disadvantaged pupils who have not yet met age-related expectations	EEF evidence supports phonics and reading fluency approaches as having a strong impact, particularly for disadvantaged pupils	2, 6

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker providing pastoral support, attendance monitoring, and engagement with families of disadvantaged pupils	EEF identifies that addressing barriers outside the classroom, including attendance and family engagement, improves access to learning and pupil outcomes	3, 4, 7
Targeted wellbeing and pastoral support for disadvantaged pupils to improve emotional regulation, confidence and readiness to learn	EEF evidence links social and emotional support with improved engagement and behaviour, enabling pupils to access learning more effectively	4, 7
Subsidising enrichment activities, educational visits and wider opportunities for disadvantaged pupils	Research indicates enrichment supports engagement, aspiration and cultural capital, particularly for disadvantaged pupils	8

Total budgeted cost: £34,500 + £21,299 + £15,000 = £70,799

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024–25, disadvantaged pupils generally achieved in line with age-related expectations across reading, writing and mathematics. Insight assessment data for pupils in Years 1–6 shows that the average attainment for disadvantaged pupils was judged as “Expected” in all three core subjects, matching the outcomes of non-disadvantaged pupils.

In reading, writing and mathematics, disadvantaged pupils’ attainment broadly reflected that of their peers, indicating that high-quality teaching and targeted classroom support have been effective in ensuring equitable access to the curriculum. The proportion of disadvantaged pupils working at or above the expected standard across subjects demonstrates a positive impact of adaptive teaching and structured intervention, although the proportion achieving at greater depth remains lower than for non-disadvantaged pupils, particularly in writing and mathematics.

Combined attainment data indicates that while the majority of disadvantaged pupils are working at or close to age-related expectations, a small number of pupils remain below expected standards. This reflects the impact of historic gaps in learning, pupil mobility and disrupted schooling earlier in pupils’ education, including the longer-term effects of Covid-19, which have affected pupils and cohorts differently. [

Formative and summative assessment information, alongside teacher observations, show that disadvantaged pupils have made secure progress from their starting points, particularly where targeted support has been provided through additional teaching assistant capacity and structured small-group interventions. Reading fluency and basic skills in mathematics have been areas of relative strength, while writing stamina, vocabulary development and problem-solving remain priorities for improvement.

Wider school data highlights continued challenges in attendance and wellbeing for some disadvantaged pupils. Although overall engagement with learning is positive, a small proportion of disadvantaged pupils continue to be disproportionately represented in attendance concerns and require ongoing pastoral support. The work of the Family Support Worker has had a positive impact on family engagement, behaviour for learning and pupils’ readiness to learn, though this remains an area requiring sustained focus.

Overall, the school is on track to achieve the intended outcomes of the current pupil premium strategy. The strongest aspects of the strategy have been the consistent deployment of additional teaching assistants to support high-quality classroom teaching and targeted academic interventions. Wider strategies focused on attendance,

wellbeing and family engagement are beginning to show impact but will continue to be a key focus to further strengthen outcomes and reduce remaining gaps.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/a

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.