



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

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 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	447
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2025-December 2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	E Harrold
Pupil premium lead	E Harrold and J McGinn
Governor / Trustee lead	J De-Freitas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year	£69,690

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils of St Anthony's School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- PPG children will be targeted for support and named on our PPG TA timetables.
- act early to intervene at the point need is identified PPG parents will be given opportunities to be fully involved in their child's learning at school. Parents will also have access to relevant services.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- monitor the attendance of all disadvantaged pupils and intervene if necessary to ensure support is effective

Challenges

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

Challenge number	Detail of challenge
1	Many of our PPG children on entry have a lower baseline in reading, writing and mathematics. Some PPG pupils also have multi-complex needs e.g SEND.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Early years PPG children's access to pre-school, socialising and life experiences.
4	Internal and external assessments from 24-25 indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 94% compared to non-disadvantaged which was 95.6%.
7	Parental engagement.

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
PPG children have been identified on entry to Nursery/Reception and targeted for individual support. Strategies of support need to be in place in order to make an impact on early Literacy and numeracy. These strategies have made an impact on skills, knowledge and understanding related to reading and writing as well as to develop number skills and understanding of mathematical concepts.	PPG children in Nursery and Reception have achieved closer to non- PP on starting Reception and achieved GLD in greater numbers by end of Reception.
Staff throughout the school have identified which PPG children need further support with spoken language and vocabulary. These children have been introduced to new words in context and attention has been drawn to letters and sounds. PPG children have developed their thinking and understanding of language.	All lower attaining children at Key Stage One will achieve the standard of Key Stage One phonics screening test. Children in Key Stage 2 to know and remember tier 2/3 vocabulary.
PPG children have improved their communication, language, social and physical development in Early Years.	There has been a rapid identification of need and personalised approach swiftly implemented. Use of appropriate

	<p>intervention programmes are identified. The use of targeted small group work and 1:1 support mean PPG children have developed their physical development (gross and fine motor skills) and their social skills.</p>
<p>Disadvantaged children who do not have cognitive SEND will reach age-related expectations in reading, writing and maths. They will meet the expectations for Year 1 and 2 phonics check and Year 4 multiplication check.</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>An increased number of disadvantaged pupils who do not have cognitive SEND will reach ARE in reading, writing, maths, tables and phonics. Those disadvantaged children who have SEND will make more than expected progress from their individual starting points.</p>
<p>To give our disadvantaged children access to the wider curriculum so that they feel included in all areas of school life.</p>	<p>Disadvantaged children have taken part in all parts of the life of the school at no extra cost. These include for day visits/trips, swimming lessons and educational workshops.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being increased from 94% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being improved and the figure among disadvantaged pupils not being lower than their peers.

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: £9020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher training for reading fluency and vocabulary development. Staff to access training through Herts for Learning Education.</i>	Outcomes of previous cohorts EEF Toolkit - reading comprehension strategies and phonics EEF tiered approach – quality teaching.	1, 2, 4
<i>TA training – strategies for our intervention programme 'Read, Write, Inc, Lego therapy training, Autism training, NELI training, speech and language training and vocabulary development training.</i>	EEF tiered approach – staff who feel skilled and confident leading an intervention will see better progress in the children's learning. EEF 'Small group Tuition.'	1, 2, 4

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

Budgeted cost: £ 44,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions to remain in place in order to close the gap. Activities will include:</i> <ul style="list-style-type: none">• <i>Read, Write, Inc and Nuffield Early Language programme</i>• <i>Communication Circle and Attention Autism Bucket</i>• <i>Y1-Y6 bi-lingual support, maths and</i>	EEF Tool kit Small group Tuition- Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition EEF Tool kit - Oral Language Interventions. There is evidence to suggest that pupils from lower socioeconomic back-grounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which	1, 2, 4

<p><i>reading interventions in KS1 and KS2</i></p> <ul style="list-style-type: none"> • <i>Increased EYFS TA support for targeted children through 1:1 support or small group support.</i> • <i>Increased KS1 TA support for targeted children.</i> <ul style="list-style-type: none"> • <i>Lego therapy</i> • <i>Drawing and Talking</i> • <i>Dedicated PP TAs (x3) to be timetabled to support PPG children in areas of the curriculum identified by class teachers.</i> 	<p>may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers particularly when this is provided one- to –one.</p> <p>EEF Toolkit -One to One Tuition. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	
<p><i>Workshops for parents in EYFS in order to help them to support their children with phonics and early language skills at home</i></p>	<p>EEF Toolkit – Parental Engagement -By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	7
<p><i>To continue to embed the feedback and marking policy where children are given instant feedback.</i></p> <p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i></p>	<p>EEF Toolkit – Feedback. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Mathematics guidance: key stages 1 and 2</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p>	4

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

Budgeted cost: £ 16,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitoring of attendance – daily phone calls, regular reminders every month in Head teacher's newsletter, advice from Herts Attendance Improvement Officer and targeted letters to parents offering support with improving attendance.</p> <p>School Business Manager to continue to closely monitor the attendance of all PPG children.</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>DfE report – linking attendance and attainment. The higher the absence rate the lower the likely level of attainment.</p>	6
<p>To enhance the cultural capital and enrichment activities of PPG children lunchtime clubs, access to day trips for their year group and visitors linked to curriculum areas.</p>	<p>EEF toolkit – Physical Activity and Arts Participation.</p>	5
<p>To continue to budget for a South West Herts Partnership Family Support Worker.</p>	<p>EEF Toolkit - Social and emotional Learning.</p> <p>EEF Toolkit – Parental Engagement</p> <p>From previous cohorts we know that PPG families can benefit from the</p>	5,7

<p>Our INCo will work closely with outside agencies to ensure PPG families receive the support and guidance they need. To continue with the timetabling a member of staff as Mental Health Lead.</p>	<p>experience and knowledge of a dedicated family worker and Mental Health Practitioner.</p>	
--	--	--

Total budgeted cost: £69,690

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils.

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

As our previous plan covered three years we have analysed the data from **2022-2025** years. The results of the three year average for our disadvantaged pupils are below:

Key Stage Two Attainment

*Disadvantaged pupils working at the expected standard in **Reading, Writing and Maths**:*

St Anthony's – 47%

National – 46%

Compared to National average – Close

*Disadvantaged pupils working at the higher standard in **Reading, Writing and Maths**:*

St Anthony's – 11%

National – 8%

Compared to National average – Above

*Disadvantaged pupils working at the expected standard in **Reading***

St Anthony's – 82%

National – 62%

Compared to National average - Above

*Disadvantaged pupils working at the expected standard in **Maths**:*

St Anthony's – 65%

National – 60%

Compared to National average – Close to average

*Disadvantaged pupils working at the expected standard in **Writing**:*

St Anthony's – 76%

National – 59%

Compared to National average – Above

*Disadvantaged pupils working at the expected standard in **English Grammar, Punctuation and Spelling**:*

St Anthony's – 88%

National – 59%

Compared to National average – Significantly above

Multiplication Times Tables Check – Year 4

3 year average:

St Anthony's – 22

National – 20.6

Compared to National average – Significantly above

*St Anthony's disadvantaged pupils meeting the expected standard in the **Year 1 Phonics Screening Check 24/25** – 33%*

Attendance data of disadvantaged pupils for 2024/25 in groups was 94%

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

Programme	Provider
Times Table Rock stars and Numbots	Maths Circle
Bugs Club	Pearson
Language Angels	