

# St Anselm's Catholic Primary School

## Pupil Premium Strategy Statement 2024-2027



### Academic Year 2025-26

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 (2025-26) and the outcomes for disadvantaged pupils last academic year (2024-25)

### School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2027 (with annual updates)
Statement authorised by	Mrs Laura White, Headteacher Mrs Daunna Kendall, CoG
Pupil premium lead	Mrs Laura White, Headteacher
Governor lead	Mrs Daunna Kendall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26445.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£26445.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, 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 all vulnerable pupils, regardless of whether they are disadvantaged or not.

High quality-first 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 expectation at St Anselm's is that all pupils, irrespective of background or the challenges they face,

- become strong readers. Strong reading skills empower children to learn independently, think critically, communicate effectively, and build empathy, setting a foundation for lifelong success.
- become effective communicators. Effective communication skills enable children to express themselves clearly, build strong relationships, advocate for their needs, and engage confidently in all areas of life.
- Have high attendance and active engagement in school life as this will foster a sense of belonging, improve academic outcomes, and build essential social skills for future success.

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

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments and observations indicate that disadvantaged pupils generally have greater difficulties with phonics, reading and comprehension than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Observations and discussions with pupils and families have identified limited cultural capital and links with the local/ wider community.
5	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.

## 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
Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Challenge 2 All disadvantaged pupils leave St Anselm's as strong readers	Progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers.  End of year reading assessments (GLD, Phonics and KS2) show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.
Challenge 3 Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice, pupil and parent surveys, assessment tools and teacher observations</li> <li>a reduction of incidents on CPOMs linked to mental health</li> </ul>
Challenge 4 Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as subsidised breakfast club, after school clubs, residential and educational visits.

aspirations of all children including those eligible for PP.	Bespoke Cultural Capital curriculum and experiences are offered
Challenge 5 Success for pupils with SEND	PIVATS assessment shows progress against personal targets.

## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1,2,5
Embed Phonics Shed phonics programme with staff CPD	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	2,5
Embed the teaching of reading and comprehension across all classes	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,5
Embed Voice 21 programme with staff CPD	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	1,2,5

	Voice 21 has a proven track record of improving oracy. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Accelerated Reader	Accelerated Reader has a positive impact on reading comprehension and motivation by encouraging regular reading practice, tracking progress, and providing immediate feedback, <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a>	2
Lexia Core5 Reading programme with licences	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2,5
Phonics Shed reading material for Reception – Y1	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	2,5
Greater access to wider reading material in the library	Reading for pleasure has lifelong academic and economic benefits and children and young people who have wide access to books report reading more often, and enjoying reading more, than those who do not. <a href="https://literacytrust.org.uk/research-services/research-reports/book-ownership-in-2023/">https://literacytrust.org.uk/research-services/research-reports/book-ownership-in-2023/</a>	2,5
Continued provision of Doodle Learning across Y1-y6	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored will be more effective. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-</a>	2,5

	<a href="https://www.lancashire.gov.uk/education-evidence/teaching-learning-toolkit/individualised-instruction&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=individual">instruction?utm_source=/education-evidence/teaching-learning-toolkit/individualised-instruction&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=individual</a>	
Embedded use of PIVATS	Assessing small steps of attainment, setting challenging but realistic targets and tracking pupil achievement and progress in Reading, Writing, Speaking, Listening and Mathematics. <a href="https://www.lancashire.gov.uk/lpds/pivats/pivats-5/?qid=777245">https://www.lancashire.gov.uk/lpds/pivats/pivats-5/?qid=777245</a>	1,2,3,5
Wider Implementation of PIVATS PSED	Assessing small steps of attainment, setting challenging but realistic targets and tracking pupil achievement and progress in personal, social and emotional characteristics. <a href="https://www.lancashire.gov.uk/lpds/pivats/pivats-psed/?qid=777327">https://www.lancashire.gov.uk/lpds/pivats/pivats-psed/?qid=777327</a>	3,5
Trained ELSA	The ELSA (Emotional Literacy Support Assistant) intervention is designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. <a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>	3
Whole school approach to positive behaviour and relationships	An inclusive approach, drawing on case studies, scripted interventions and approaches, that is practical, transformative and ensures respect for staff and learners. <a href="https://www.pauldix.org/">https://www.pauldix.org/</a>	3,5

## Wider strategies (for example, related to attendance, behaviour, wellbeing and engagement with school)

Budgeted cost: £4445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised breakfast club for pupils	Various studies demonstrate that eating breakfast regularly has a positive impact on learning behaviours and attainment, particularly in children and young people from low socio-economic families. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a>	3, 4, 5

Subsidised school visits, visitors and extra curricular activities	Educational visits can be a powerful tool to increase student engagement and motivation. When students can directly experience a subject matter and see it in action, it provides real-world context and relevancy. Consequently they are more likely to be interested in learning more.  <a href="https://educationbusinessuk.net/features/keep-educational-visits-part-curriculum">https://educationbusinessuk.net/features/keep-educational-visits-part-curriculum</a>	3, 4, 5
Development of Culture Club activities and Safe and Sound (wider PSHE) activities across the school	Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews.  <a href="https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/">https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/</a>	3, 4, 5
Contingency fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us that this is important to be able to be responsive	All

**Total budgeted cost: £26445**

## 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 2024 to 2025 academic year.

#### **Challenge 1: Improved oral language skills and vocabulary among disadvantaged pupils.**

A range of well-planned strategies is helping children in our school make strong progress in language and vocabulary. Small-group pre-teaching introduces key words and concepts before lessons, giving children the confidence and understanding they need to take part in whole-class learning. The Voice 21 oracy approach is providing structured opportunities to speak and listen, helping pupils use richer vocabulary and express their ideas clearly. Regular Vocabulary Ninja sessions are giving children repeated exposure to high-quality words in fun, engaging ways, helping them remember and apply new vocabulary. In the Early Years, targeted vocabulary teaching and high-quality interactions are helping to ensure that our youngest learners are building strong language foundations from the start. Together, these approaches are creating a rich language environment where all children can develop the communication skills they need to succeed.

#### **Challenge 2: All disadvantaged pupils leave St Anselm's as strong readers**

	All pupils	PP	Non PP
KS2 Reading	90%	75%	92%
KS1 Phonics	89%	100%	88%
EYFS word reading	87%	100%	86%
EYFS comprehension	83%	50%	86%

The school's approach to the teaching of reading—built around the Phonics Shed programme, the Accelerated Reader system, and a revised whole-school curriculum for reading comprehension—is securing strong outcomes for all pupils, including those who are disadvantaged. Across all data sets, the number of disadvantaged (PP) pupils is very small (4 or fewer), and therefore individual pupil profiles have a significant impact on percentages.

The implementation of Phonics Shed in the Early Years and Key Stage 1 is ensuring that pupils develop secure decoding skills from the outset. This is reflected in the high proportion of pupils meeting expected standards in KS1 Phonics (89%), with disadvantaged pupils achieving 100%, demonstrating that the programme is having a particularly positive impact on closing early gaps. Strong early phonics provision aligns with similarly high outcomes in EYFS word reading, where 87% of all pupils and 100% of disadvantaged pupils meet expectations.

To build on this early success, the school's adoption of Accelerated Reader is providing consistent opportunities for practice, fluency development, and reading for pleasure throughout Key Stage 2. Pupils engage regularly with texts matched to their reading level, enabling teachers to closely monitor progress and intervene swiftly where needed. As a result, KS2 Reading outcomes are strong, with 90% of pupils meeting expected standards. Although outcomes for PP pupils (75%) are lower than for their

peers (92%), these figures must be viewed in the context of the very small PP cohort. Even so, targeted support informed by Accelerated Reader data is helping to secure improving trajectories for these pupils.

Overall, the combined effect of high-quality phonics teaching, structured reading practice, and a progressive comprehension curriculum is ensuring that pupils across the school—including those who are disadvantaged—are developing the knowledge, fluency, and confidence needed to read successfully.

### **Challenge 3: Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.**

The school places a high priority on pupil wellbeing and is committed to ensuring that all children—particularly those who are disadvantaged or vulnerable—feel safe, supported, and able to thrive. Wellbeing is embedded as a whole-school priority, shaping decision-making, staff CPD, and the structure of pastoral support across the school.

A significant development this year has been the SENDCO's completion of ELSA (Emotional Literacy Support Assistant) training, which has strengthened the school's capacity to provide targeted, evidence-based emotional support for pupils with emerging or ongoing social, emotional, or mental-health needs. This additional expertise enables earlier identification, structured intervention, and close partnership with families, improving outcomes for pupils who may be at greater risk of disadvantage.

The school has also achieved reaccreditation of the Wellbeing Award for Schools, demonstrating its sustained commitment to creating a supportive, nurturing environment in which wellbeing is prioritised for pupils, families, and staff. The ongoing work associated with the award has had a measurable impact on pupils' wellbeing, strengthening the consistency of practice, developing staff confidence, and ensuring that pupil voice and parental engagement are central to wellbeing provision.

These combined actions have had a particularly positive impact on disadvantaged and vulnerable pupils, who benefit from enhanced pastoral structures, tailored support, and strong relationships with trusted adults. As a result, more pupils are accessing early help, pupils' emotional resilience is improving, and staff are better equipped to remove barriers to learning linked to wellbeing.

### **Challenge 4: Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.**

The school is actively addressing the challenge of ensuring that all pupils—including those eligible for Pupil Premium—are accessing a rich, ambitious, and expansive curriculum that is broadening their experiences and raising their aspirations. Leaders are developing and embedding a bespoke curriculum offer that is complementing the National Curriculum and responding to the needs of the school community.

A key element of this work is the introduction and implementation of a weekly Culture Club, which is providing all KS1 and KS2 pupils with structured opportunities to learn about the wider world, develop cultural literacy, and build confidence in discussion and debate. Each session is focusing on a current news story, linking learning to British Values and offering space for pupils to engage in thoughtful discussion. This approach is strengthening pupils' ability to express opinions, listen to others, and think critically—

skills that are particularly supporting disadvantaged pupils who may have fewer such opportunities outside school.

The second part of Culture Club is introducing pupils to key people, events, places, artists, designers, inventions, music, and cultural milestones that the school is identifying as essential knowledge but which are not explicitly covered within the National Curriculum. Through this, the school is broadening pupils' cultural horizons and supporting them to develop deeper understanding and higher aspirations. In addition, the school is expanding its programme of educational visits and wider enrichment opportunities, and is planning to increase these further into the next academic year. These experiences are ensuring equity of access and are particularly benefiting Pupil Premium pupils by enhancing their cultural capital and strengthening their engagement with learning.

### **Challenge 5: Success for pupils with SEND**

The school is actively addressing the challenge of ensuring sustained success for pupils with SEND by strengthening its provision, developing personalised approaches, and building staff expertise. A key part of this work is the creation and ongoing development of a dedicated nurture space, designed to support pupils with complex needs who may not always be able to access learning within the mainstream classroom. This space is providing a calm, structured environment where pupils are following a more targeted and personalised curriculum while still remaining closely connected to their classroom and peers. This approach is enabling pupils to regulate, re-engage, and make meaningful progress that aligns with their individual needs.

To ensure progress is accurately captured and celebrated, the school is using PIVATs to track small-steps learning. This system is allowing staff to monitor incremental gains in key areas such as communication, social interaction, emotional regulation, and academic skills. Early evidence shows that PIVATs is proving successful in demonstrating progress that may not be visible through age-related expectations, helping staff to identify next steps effectively and ensuring interventions remain sharply focused.

Alongside these developments, the school is investing in whole-staff training to deepen understanding of SEND and to ensure that inclusive practice is embedded across all classrooms. Staff are building confidence in adapting teaching, developing strategies for meeting diverse needs, and strengthening the consistency of support available for pupils with SEND. This collective approach is creating a more inclusive environment in which pupils are experiencing greater success, improved emotional wellbeing, and increased access to learning.

## **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*

<b>Programme</b>	<b>Provider</b>
Learning by Questions	Bowland Charitable Trust

NELI	Elklan
Lexia Core 5 reading	Lexia
Voice 21	Voice 21
Accelerated Reader	Renaissance

## 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)

In planning our new pupil premium strategy, we evaluated the effectiveness of activity in previous years.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage.

The pandemic has given us deeper insights into life for those from disadvantaged backgrounds.

In addition to pupil premium activity outlined above, we will be putting into place a robust evaluation framework for the duration of our three year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.