

# St Anselm's Catholic Primary School

## Pupil Premium Strategy Statement 2024-2027



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 (2024-25) and the outcomes for disadvantaged pupils last academic year (linked to the PP strategy statement for 2021-2024).

### 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	£25803.00
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>	£25803.00

# 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 another 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: £10,000

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
Refine 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: £12,000

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
Implementation 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>	
Implementation 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
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

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

Budgeted cost: £3803

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 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
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**Total budgeted cost: £25803**

## 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.

1. Improved oral language for disadvantaged pupils.

All Reception pupils were assessed using the Speech and Language Link assessment programme. These results informed interventions which were set up to address any gaps and monitor progress. 100% PP pupils vs 66.7% non-PP pupils met the expected standard for speaking in EYFS.

2. Improved vocabulary for disadvantaged pupils

Vocabulary Ninja is being embedded across the school. As a result, monitoring evidences all pupils are using a wider vocabulary in their written work.

3. All disadvantaged pupils leave St Anselm's as strong readers

Accelerated Reader was embedded from Y2 – Y6. As a result, more pupils continue to engage in reading activity. Lexia was also embedded as a reading intervention programme. At KS2, 83.3% PP vs 79.2% non-PP pupils met the expected standard for reading

4. Improved social, emotional, mental health and wellbeing for disadvantaged pupils

Pupils' SEMH was assessed at the start of the year using Boxall Profiling. However, Boxall Profiling was not effective in meeting the needs of our pupils in a manageable way for staff. Although the number of pupils requiring SEMH support has stabilised, a new tool is required to ensure effective and long-lasting progress towards this target.

5. Improved attendance for disadvantaged pupils

Attendance of disadvantaged pupils was positively impacted. The PSA communicates regularly with parents and carers of PP pupils and meetings were held with parents when monitoring identified poor attendance. As a result, 98.1% PP pupils vs 96.7% non PP pupils.

### 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
Learning by Questions	Bowland Charitable Trust
NELI	Elklan
Lexia Core 5 reading	Lexia
Voice 21	Voice 21

## 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.