



St. Anselm's College Student Premium Strategy Statement

2023-26

This statement details our College's use of student premium funding to help improve the attainment of our disadvantaged students.

It outlines our student pupil premium strategy, how we intend to spend the funding and the outcomes for disadvantaged students last academic year 2024-25

Current College overview

Detail	Data
Number of students in school	792 (11-16)
Proportion (%) of student premium eligible students	12.4% (98 students)
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs S Cubbin
Student premium lead	Mr C Willis
Governor / Trustee lead	Mr A Whiteley

Funding overview 2025-26

Detail	Amount
Student premium funding allocation this academic year	£106,050
Recovery premium funding allocation this academic year	£0
Student premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£106,050

Part A: Student premium strategy plan

Statement of intent

Intent:

Our intent is that 'all' students, irrespective of their background or challenges they face, experience a highly ambitious curriculum and are supported and encouraged in applying to and achieving the required standards to join the College. That 'all' students make at least good progress and achieve high attainment across the curriculum, preparing them for post-16 study. In addition to this, that the ingredients within the principle of 'PP First' are evident in all lessons - 'Seat First, Challenge First, Question First and Support First'. We will consider the challenges faced by vulnerable students, such as those who are looked after, services children and young carers.

Implementation:

Our strategy will be rooted in robust diagnostic assessment and supported by evidence from a range of sources including the EEF toolkit and the Atom Learning programme. Successful implementation will be a staged process, continually monitored and may need to be adapted along the way.

We will implement a tiered approach, which will involve:

- Quality first teaching and learning
- Targeted academic support
- Wider strategies for support including outreach to Primaries

Impact:

The tiered approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our College. It will also assist in increasing the proportion of disadvantaged students who apply for and successfully pass the Entrance Examination as well as the proportion who meet the requirements to progress to Sixth Form or access high-quality Level 3 studies elsewhere where appropriate. The strategy will be aligned with existing practices to ensure a sustained impact. Impact will be evident from a range of both qualitative and quantitative sources and we will act early to intervene at the point need is identified. All staff will take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve, this will form part of the performance management for staff which will be reviewed termly. There will be a culture of resilience, determination and success amongst disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Equity of access to the College in the application process: the demographics of the current school population indicates that disadvantaged students are under-represented given our catchment area, suggesting that are significantly less likely to apply to the College (around 15% of all applicants are PP eligible compared to around 30% for the borough) and are somewhat less likely to pass the Entrance examination when they do apply (only around 10-12% of students who secure a place are PP eligible in a typical year)
2	Levels of Literacy & Numeracy: Despite passing an entrance exam, we have identified that a number of our disadvantaged students require support with their literacy and numeracy skills.
3	Overall progress/attainment: Most recent data suggests that levels of progress and attainment across the curriculum for disadvantaged students were below that of their peers but this remains an ongoing area of focus as this has historically often been the case and there has at times been a negative attainment and progress gap for disadvantaged students
4	Reading ages: Reading assessments indicate that a number of disadvantaged students have lower levels of reading comprehension than their peers. This affects their progress in all subjects.
5	Attendance: Attendance data over the last year indicates that the attendance of disadvantaged students is lower when compared to their peers especially those who are PA (currently 94.5% for all v 90% for students eligible for PP). Assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress to a degree that is greater than their peers.
6	Social, emotional & mental health well-being: observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged students, including their attainment as evidence by GCSE results 2025 and attendance data referenced above.
7	Additional vulnerabilities: The new OFSTED framework has a clear focus on inclusion and requires schools to proactively identify students who have particular vulnerabilities, including but not limited to PP, SEND and students who are who ever have been open to Children's Services. There is clear evidence both nationally and within our own setting that PP students are more likely to have been open to Children's Services than their peers (of current student population who have been open to Children's Services 30% are PP compared to 12.4% of the whole cohort) and are often impacted by additional vulnerabilities identified by school staff but that do not fit a formal, pre-identified category.

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	RAG Review October 2025
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<p>All PP students make excellent educational progress achieving a positive P8 score by the end of KS4</p>	<ul style="list-style-type: none"> • Pupil Premium Yr.10 P8 in line with expectations - no less than -1.0 • Positive Pupil Premium P8 for Y11 	<p>Overall SPI for All students is – 1.04 and for PP students is – 0.87</p>
		<p>Current Yr 11 - P8 for PP is –0.81 (improved from -0.84 at end of Year 10) compared to – 0.71 for All students (improved from –0.83 at end of Year 10)</p>
<p>All PP students secure the literacy and numeracy skills required to make at least expected progress at KS3</p>	<ul style="list-style-type: none"> • All PP students making at least expected progress in English in Years 7, 8 and 9 • Secure use of appropriate technical vocabulary in all subjects in Years 7, 8 and 9 • All PP students making at least expected progress in Maths in Years 7, 8 and 9 • Level of numeracy required in all subjects is secure in Years 7, 8 and 9 	<p>Data for English July 2025 On or above track: Year 7 PP 63% (All 78%) Year 8 PP 75% (All 84%) Year 9 PP 90% (All 91%)</p> <p>This continues to develop with a focus on subject specific literacy – disciplinary literacy is a key priority – Improvement Plan 25/26</p> <p>Data for Maths July 2025 On or above track: Year 7 PP 42% (All 66%) Year 8 PP 45% (All 62%) Year 9 PP 70% (All 64%)</p> <p>This continues to develop with a focus on subject specific numeracy. Focus on consistent pedagogical approach to numeracy skills cross curricular.</p>
<p>Attendance of all PP students is in line with national or better.</p>	<ul style="list-style-type: none"> • Half-termly improvement in attendance for all PP students • All PP attendance is in line with all students 	<p>Attendance of PP in school (90.1% at end of Term 1 2025/26) is above national PP attendance (Decile 3 nationally;- 7th out of 20 schools in LA) – but remains below attendance of non-PP in-school and nationally (Decile 2 nationally; 6th out of 20 schools in LA)</p>
<p>All PP students engage in co-and/or extra-curricular activities.</p>	<ul style="list-style-type: none"> • All PP students engage in co-and extra-curricular activities • Student Voice activities indicate that PP students are engaged in College life, are motivated and have high aspirations. 	<p>Engagement in co- and extra-curricular enrichment activities is highest in KS3. New tracking system implemented Sept 24 enables a more rigorous tracking and monitoring process for all groups of students. Data for Autumn term 2025/26 suggest</p>

		strong PP extra-curricular engagement in Year 7,9,11 with average level of engagement in Years 8 and 10
To achieve and sustain improved a positive mental health and wellbeing for all students.	<ul style="list-style-type: none"> • Student voice reports that PP students feel safe and are happy in school • Student Voice activities indicate that PP students are gaining confidence, resilience and positive attitudes to their study and future goals • Destinations data show that students have successful future career pathways. 	OFSTED and Student Council Feedback 2024-25 are positive
		16 of 28 Year 11 PP students 2024-25 remain at the College 6 th form – in line with 56% of Year 11 PP students 2023-24 remaining at the College. In both years the rate for non-PP was around 70%. This will remain a focus for 25/26.
The proportion of applications and admissions to the College for the Year 7 cohort of Sept 2026 from disadvantaged students will be more representative of the proportion of all young people locally who are disadvantaged	<ul style="list-style-type: none"> • ‘Atom’ application support programme launched with feeder Primaries • Pupil Premium, data captured on applicants for Sept 2026. And to continue for 2025 	Atom link now on College website Communications sent to parents and to primaries - over 100 Atom sign-ups in 2024-25 in preparation for Entrance examination 2025.

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – CATs £10.40 per student.</p> <p>Year 12 students to act as Reading Ambassadors. We'll identify those whose reading ages are below average, and the Year 12s will work one-to-one with them during 1 Form Time per week.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF</p>	2,3,4
<p>To develop a culture of reading across the College</p> <p>Year 7&8s have Library lessons during English lesson times.</p> <p>Each KS3 class still has reading time during registration, bringing their own books in or selecting from the Form Library box of books</p> <p>All parents are sent the 'Good Reads' recommended reading lists PP students/parents choose a book from the list, and is sent home as a Christmas present.</p>	<p>The importance of teaching reading fluency - EEF</p> <p>Particular focus on opportunities for repeated reading: pupils practice reading texts repeatedly until they can read the text in a fluent manner.</p>	2,3,4
<p>Enhancement of our English teaching and curriculum planning</p> <p>We will fund teacher release time to support</p>	<p>Impact of social interaction, culture and language on cognitive development/learning - Lev Vygotsky</p>	

the implementation of a new GCSE specification		
Improving literacy in all subject areas in line with recommendations in the <u>EEF Improving Literacy in Secondary Colleges</u> by providing bespoke CPD and targeted Performance Management Objectives for the literacy co-ordinator.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>EEF Improving Literacy in Secondary Colleges</u> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2,3,4
Whole school focus on developing metacognition – bespoke CPD for teachers	Evidence from the EEF suggests the use of ‘metacognitive strategies’ – which get Students to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.	2,3,4
We will continue with the role of PP Champion	The PP Champion will support and mentor PP students. Analyse data and provide interventions as and when needed.	1-7

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To liaise with the librarian develop a targeted reading intervention for disadvantaged students who need additional help	Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	2,3,4

<p>with reading, to comprehend texts and address vocabulary gaps. Including those who are high attainers.</p> <p>To develop ‘Reading for Pleasure’ within our PP students.</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit states that students who received catch up intervention ‘Develop more positive attitudes towards College and rapidly increase their reading ages’</p>	
<p>Additional worksheets based on topics identified by Maths class teachers as a need to improve - worksheets can be printed so students work off their mobile devices and have solutions that parents can easily and quickly check. Parents can use this daily or weekly as they see fit. Worksheets could be printed in school if needed. Support from class teachers would follow where mistakes are being regularly made. There are videos linked to each topic to support made by Patrick also.</p>	<p>Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4</p>

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

Budgeted cost: £22,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a dedicated mentor for all Year 11 PP students to agree SMART targets for students with regular review across the year</p>	<p>EIF’s report on adolescent mental health found good evidence that mental health interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of College-</p>	<p>3,5,6,7</p>

<p>To continue to provide support from Learning Mentor and other key pastoral staff to identify and address behavioural, emotional and social concerns</p> <p>To embed CPD in RP for Pastoral Leads</p>	<p><u>based interventions Early Intervention Foundation (eif.org.uk)</u></p> <p>EEF: ‘Behaviour interventions’ Seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities’.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p>	
<p>To continue to provide directed time for the Attendance Lead to support disadvantaged students.</p> <p>This member of staff will get release time to develop and implement new procedures - to meet with the LA attendance officer.</p> <p>Embedding principles of good practice set out in DfE’s <u>Improving College Attendance</u> advice.</p>	<p>The DfE guidance has been informed by engagement with Colleges that have significantly reduced persistent absence levels.</p> <p>EEF Toolkit – ‘The association between parental engagement and a child’s academic success is well established’.</p> <p>There is a strong correlation between attendance and GCSE outcomes.</p> <p>NfER briefing for College leaders identifies addressing attendance as a key step in improving progress – if students aren’t in, they are not making progress.</p>	5,6,7
<p>To launch Atom Learning with feeder Primaries</p>	<p>College website <u>Free Entrance Examination Familiarisation - St. Anselm's College</u></p> <p>Communication with local primaries</p>	1
Additional Support		
<p>Budgeted cost £23,200</p>	<ul style="list-style-type: none"> • FSM uniform/Shoes • Bus passes • Support with educational trips/visits • Resources including GCSE revision guides & laptops • Support with one to one peri’s for GCSE Music 	1-7

	<ul style="list-style-type: none">• Exam re-marks for FSM• Holiday Booster Sessions• AP as required to support PP students• Incentives/Rewards	
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Total budgeted cost: £106,050

Part B: Review of the previous academic year

Outcomes for disadvantaged students

GCSE Outcomes 2025				
		St Anselm's College 2025	St. Anselm's College 2024	St. Anselm's College 2023
PROGRESS 8	All	0.06	0.11	0.29
PROGRESS 8	Disadvantaged	-0.60	0.18	-0.42 (-0.18 for students educated on site)
ATTAINMENT 8	All	57.2	55.64	58.2
ATTAINMENT 8	Disadvantaged	50.25	57.11	54.0
9-5 % EN & MA	All	75	72.0	79.5
9-5 % EN & MA	Disadvantaged	64.3	72.2	66.7
9-4 % EN & MA	All	94	91.3	96.8
9-4 % EN & MA	Disadvantaged	82	83.3	85.7
ENGLISH P8	All	-0.23	-0.17	-0.01
ENGLISH P8	Disadvantaged	-0.57	-0.05	-0.81
MATHS P8	All	0.16	0.41	0.56
MATHS P8	Disadvantaged	-0.32	0.78	0.20

From a cohort of 28 PP students:

2 PP students achieved Grades 9-5 in both English and Maths. A further 4 students achieved 9-7 in English and a further one student achieved 9-7 in Maths.

18 PP students achieved Grades 9-5 in both English and Maths. A further 3 students achieved 9-5 in English and a further 5 students achieved 9-5 in Maths.

23 PP students achieved Grades 9-4 in both English and Maths. A further 1 student achieved 9-4 in English and a further 2 students achieved 9-4 in Maths.

All bar one PP students are now successfully enrolled in post 16 courses for the next stage in their education.

It is to be remembered that x3 PP students in this cohort had long-standing barriers to accessing full-time education and, whilst these barriers were tackled with use of Alternative Provision, Part-Time timetables and other strategies there was inevitable impact on outcomes. This largely accounts for the relative dip in performance of PP students in comparison to their peers in 2025.

Training a member of staff to become a mental health and wellbeing lead has also had a very positive impact in raising awareness of mental health and wellbeing across the College. Our PP students had access to mentoring and counselling as and when needed. In addition to this working collaboratively with external agencies, the College supported many PP families with social, emotional and financial support. This not only cemented relationships between home and school but also had a positive impact on other barriers to learning for our PP students including getting to College daily, not having breakfast or the correct uniform. Being able to remove such barriers improved attendance obviously but ultimately improved overall outcomes. It allowed students to come to College to learn and not have to worry about other external factors.

Attendance:

Year	Whole %	Non PP %	PP %
2019-2020	94%	94%	92%
2020-2021	93%	93%	92%
2021-2022	94%	93%	91%
2022-2023	92%	92%	90%
2023-2024	95%	95%	93%
2024-2025	95.3%	95.3%	91.4%

Externally provided programmes

Programme	Provider
CARITAS – Family Support	Head Office Wheatland Lane, Wallasey, Wirral CH44 7ED info@caritasshrewsbury.org.uk 0151 652 1281
Action for Children - Counselling Services	www.actionforchildren.org

Service student premium funding (optional)

For Colleges that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service student premium allocation last academic year?	Both Yr11 service students met entry criteria and progressed to Sixth Form. Funds were used to support the purchasing of all revision guides/resources for GCSE exams and the in-school mentoring programme.
What was the impact of that spending on service student premium eligible students?	Students made progress in line with expectations at the end of each key stage.

Impact Summary 2024-25

- 16 of 28 PP students in Yr11 2024-25 progressed to Sixth Form – 58%, compared to 68% of all students.
- X1 Yr11 2024-25 PP student has no confirmed destination – all others have successfully accessed further education or training

- Outcomes for students in English and Maths showed improvement across Years 7-9 so that by the end of KS3 attainment of PP students matches that of their peers.
- In 2024-25 an attendance gap existed between PP and 'All' - 90% for PP compared to 'All' at 94.7% (albeit that our PP was above national to the same degree that attendance of All was above national). This area of improvement is a key priority for 2025/26.
- PP students on average accrue achievement points at a similar rate to their peers but are on average more likely to accrue to behaviour points
- PP students are as likely as their peers to access enrichment and intervention activities during and after the College day

Moving forward 2025-26:

- To continue to reinforce the 'PP First Strategy' - Seat First, Challenge First, Question First and Support First.
- To meet regularly with all PP students, especially in Year 11
- To build strong relationships to ensure all barriers to learning are addressed swiftly and that progress is sustained.
- To continue to ensure quality first teaching and learning in every classroom.
- To maintain a focus on Mastery maths and review numeracy skills cross curricular.
- To maintain a focus on improving extended writing skills and developing literacy with a focus on disciplinary literacy.
- To further develop reading for pleasure and enhance opportunities for reading across the curriculum.
- To develop links with targeted Primary Schools with high % of FSM offering free online tutoring via 'ATOM' for the entrance exam in order to support and encourage applications to the College from disadvantaged students
- To continue with the assertive mentoring programme in Yr.11.
- To continue to offer bespoke SEMH support.