

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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
Number of pupils in school	238 (Nursery to Y6)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	C Flaherty
Pupil premium lead	C Flaherty / K Scanlon
Governor / Trustee lead	Daniel Harvey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,278
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£116,543</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At St Anthony's we have high expectations for all pupils and believe that through high quality teaching, considered pastoral support, effective engagement with parents/carers and a personalised approach to children's learning –every child has the opportunity to fulfil their individual academic, emotional and cultural potential. The focus of our Pupil Premium Strategy is to support disadvantaged children to meet these goals, whilst non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

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 approach will be responsive to common challenges and individual needs, they are evidence informed and research based using recommendations outlined by the Education Endowment Foundation, Maths Hubs and current educational research both locally and nationally.

To ensure that the strategies which we deploy are effective we will:

- Ensure gaps are identified
- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene and identify gaps
- Ensure 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	High levels of deprivation leading to a significant child protection workload and SEMH support for our pupils.
2	A high number of pupils enter St Anthony's School below age related standards. Prime areas of learning are a focus along with Literacy and Numeracy for our youngest pupils.
3	Early Language development - low levels of speech and language skills impact on learning. Communication and Interaction is a high need for our school
4	Levels of SEND are above national average – SEND and disadvantaged pupils require structured and consistent interventions in phonics, reading, writing, SPAG and maths.
5	Regularity of reading at home and or access to high quality texts at home
6	Assessments, observations and screenings show disadvantaged pupils have greater difficulty with reading compared to peers in Y1. Without rigorous targeted interventions (1:1 and small groups) daily/weekly this would result in a negative effect on reading.
7	Observations show skills in maths such as mental recall and mental calculation strategies have weakened due to school closures. Basic mathematical skills need to be strengthened. Skills in calculation strategies and mental recall require development to ensure pupils are confident, capable mathematicians able to apply their skills in their daily lives.
8	Wellbeing and anxiety is a challenge for disadvantaged pupils and this can affect health and attendance. Attachment needs have risen substantially since school closures.
9	Ensuring attendance of disadvantaged children is inline with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school.
10	Through discussions with children and teachers and as a result of limitations during the pandemic children's life experiences have becoming even more limited.
11	Children from disadvantaged background have limited aspirations.

## 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
SEMH support / Wellbeing	Mental Health Training. Wellbeing/Jigsaw training for staff and

	<p>pupils. Provide SEMH support and opportunities to talk. Working with EP and local SEMH agencies to support children with SEMH needs. Appropriate signposting for parents supporting pupils or their own needs. Increased enrichment activities.</p> <p>Child and family worker engagement</p> <p>Opportunities for mindfulness activities for children and families including Yoga.</p>
The children in EYFS will make significant progress across all curriculum areas.	Nursery and Reception will focus on Prime Areas to improve outcomes for all pupils. Assessments, pupil progress meetings and observations will demonstrate progress is rapid and sustained. Quality first teaching will take place.
SEND pupils are supported to make progress and relevant services are utilised to support this and raise standards for all.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement which will result in progress
To improve attainment in reading and writing for all disadvantaged pupils	Gaps between PP and non PP pupils are closing. Chn have basic phonic fluency to decode. Through the use of Barrats Taxonomy. Chn can identify and retrieve important information in what they have read Chn can make basic inferences based on evidence in the text Chn can construct and punctuate basic sentences with full stops and capital letters Chn have strategies to be able to think of a sentence in their head, retain it and record it Chn apply their phonic knowledge to longer pieces of writing Chn have the stamina to complete a range of short fiction and non-fiction texts independently
To improve attainment in maths for disadvantaged pupils by the end of each key stage.	Gaps between PP and non PP pupils are closing. Use of end of block assessments to support early identification of gaps in learning for targeted focussed support. Opportunities to practise skills every day in class Chn recall number facts with greater fluency Chn confidently apply their Mathematical knowledge in familiar and unfamiliar contexts Chn can reason and explain about their Mathematical thinking

<p>Improve attendance of statutory school aged disadvantaged pupils to National average (96%)</p>	<p>School follow policy and work with families and outside agencies to improve attendance. Absence is regularly tracked and actions are taken to address poor attendance. PA absent families are supported and challenged to improve attendance.</p>
<p>Improve children's live experiences through quality first teaching which explicitly develops vocabulary and cultural capital</p>	<p>Children's access a wide range of experiences to help increase their reading, writing and understanding of the world.</p>

## 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: £ 18655

Activity	Evidence that supports this approach	Challenge number (s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2-7
Use of teaching and learning coach / EYFS leader to develop teaching	EEF guidance report: <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition</a> CPD training will help teachers ensure they are modelling and teaching these skills and helping children identify the strategies that support them the most. EEF guidance report: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a>	2-7

particularly of ECTs.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staff across school to help close the gap and children to become KS2 and secondary ready</p> <p>Effective deployment of staff and HLTA to support key children and year groups.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF research guidance: 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p>	2-7
<p>Structured Interventions Phonics RWI</p>	<p>EEF – toolkit phonics EEF – toolkit teaching assistant interventions EEF – small group interventions Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</p>	4,5
<p>Nuffield Early Language and WellComm– introduce and establish small group interventions across KS1 following baseline assessments Training for all staff in EYFS, teaching</p>	<p>Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up package announced in June 2020</p>	3-5
<p>In house tutoring - to provide a blend</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low</p>	2

of tuition, mentoring and school-led tutoring for pupils who have been identified through our rigorous assessment procedures. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	attaining pupils or those falling behind, both one-to-one and in small groups	
Release DHT to boost standards in Y6		2,6,7

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

Budgeted cost: £ 27323

Activity	Evidence that supports this approach	Challenge number(s) addressed
CSAWS support and collaboration	ECES research <a href="https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp">https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</a>	1,8,9
CFSW to support CP, CIN and EH families	Best practice and impact of ACE on educational outcomes <a href="https://www.headteacher-update.com/best-practicearticle/adverse-childhood-experiences-and-the-implicationsfor-schools/215017/">https://www.headteacher-update.com/best-practicearticle/adverse-childhood-experiences-and-the-implicationsfor-schools/215017/</a>	1,8,9
Subsidised Visits	Many pupils do not have access to activities which promote cultural capital.	11

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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 2022 to 2023 academic year.

Standards at end of KS2 for disadvantaged and all pupils continue to remain significantly above National figures for attainment and progress in Maths and reading.

In reading 80% of disadvantaged pupils achieved the expected standard compared to 60% nationally. This also is above the all pupils national figure of 73%. 40% of disadvantaged pupils met greater depth, compared to 17% of disadvantaged nationally.

Disadvantaged progress scores for reading +6.0

In maths 90% of disadvantaged pupils achieved the expected standard compared to 59% nationally. This also is above the all pupils national figure of 73%. 30% of disadvantaged pupils met greater depth.

Disadvantaged progress scores for maths +6.6

In writing 80% of disadvantaged pupils achieved the expected standard compared to 58% nationally. This also is above the all pupils national figure of 71%.

Disadvantaged progress scores for writing +3.8

In KS1. 58% of our disadvantaged pupils in Y2 are on the SEND register.

In reading 46% of disadvantaged pupils achieved the expected standard compared to 54% nationally.

In writing 62% of disadvantaged pupils achieved the expected standard compared to 56% nationally.

In maths 63% of disadvantaged pupils achieved the expected standard compared to 56% nationally. 25% of disadvantaged pupils met greater depth, compared to 8% nationally.

In Y1 phonics

80% of disadvantaged pupils passed the phonics screening check compared to 67% nationally

## 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
TT Rockstars	Maths Circle
Spag.Com	
WellComm	
Boxhall Profile	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	£930



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*