

# Pupil premium strategy statement

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

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

# St. Anthony's Catholic Primary School and Nursery

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	(79) 17.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 Year
Date this statement was published	September 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Local Academy Committee
Pupil premium lead	Lucy Blackiston
Governor / Trustee lead	Margaret Matthews

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,945
Recovery premium funding allocation this academic year	£12,325
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£127,270

# Part A: Pupil premium strategy plan 2023-2024

## Statement of intent

Our intention is that all children within St. Anthony's achieve their full potential and have access to excellent standards of teaching in the classroom, every day.

When a child is categorised as Pupil Premium, the child should have every opportunity to reach this expectation.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance for some of our children categorised as PP is significantly below national expectations
2	In some families, parents are not able to support their children with learning at home.
3	The mental health and wellbeing of some of our children categorised as PP is a concern.
4	The academic achievement of some of our vulnerable children is not in line with national expectation and in line with progress expectations. This is partly due to the lack of Cultural Capital. Children do not always have access to the resources, support and opportunities that others do.
5	The financial situation of some of our children categorised as PP is a concern, where parents sometimes struggle to fund trips and purchase basic supplies for school – uniform, stationery and food.
6	Not all disadvantaged children are achieving in line with their peers, or in line with their potential.

## 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
<i>Attendance has improved and is more in line with national expectations (96%)</i>	Children will be able to access learning because their attendance has improved. Outcomes will improve for every child.
More support and workshops have been provided for parents to support them with their personal situations, and to support them to support their children at home.	Families and children, in particular, feel supported. Children will achieve better because they are able to access learning and support at home. Families understand how to support their children at home.
Children receive mentoring and interventions to support their mental health and wellbeing, including reward trips and socialisation.	Children are happy, well-adjusted and are able to be active citizens, supporting each other and developing confidence and skills.
Children categorised as vulnerable will have access to more opportunities, to enhance their oracy skills and their academic achievements.	Data shows that children are achieving or are in line with their peers, who are not categorised as PP.
Children have the resources they need to fit in with their peers, access a variety of experiences, and be free to learn.	Financial barriers no longer exist for children to achieve.
Disadvantaged children have access to high quality education and are able to gain support with their learning, through quality-first teaching and targeted support and intervention	Children achieve in line with their potential and at least as well as 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: £27,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchasing and use of School IP System and implementation of Aspirational Steps programme</i>	<p>Good quality teaching and learning is the biggest barrier to all children achieving their best, including disadvantaged children.</p> <p>By using School IP, we have put in place a new teaching support package to roll out to all staff across the year, starting with teachers. There are 5 members of staff on this 6-8-week developments programme, called Aspirational Steps. This means that the practice within classrooms improves and, therefore, the outcomes for our disadvantaged children.</p> <p>The EEF recognise that quality teaching helps every child:</p> <p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a></p>	4 6
<i>Good-quality CPD</i>	<p>CPD will target subject-knowledge and practice of teaches, to ensure that children are experiencing the best teaching in the classroom and the most appropriate targeted support, to improve their learning outcomes.</p> <p>All relevant staff will receive CPD training on White Rose maths scheme to ensure teaching of maths is well planned and well delivered across the school including the use of CPA</p> <p>Maths Lead has time out of class to help embed effective teaching of Maths.</p> <p>All relevant staff will receive CPD training on The Write Stuff writing scheme to ensure teaching of writing is well planned and well delivered across the school.</p> <p>All relevant staff will receive CPD training on Jane Considine spelling scheme to ensure</p>	4 6

	<p>teaching of spelling is well planned and well delivered across the school</p> <p>EEF recognise that purposeful intervention to support quality teaching helps every child:  <i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i></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><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p><a href="#">Education Endowment Foundation   EEF</a>  <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	
<i>Quality first teaching for all pupils</i>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority: The EEF Guide to the Pupil Premium - Autumn 2021</p> <p>Training and supporting highly qualified teachers to deliver targeted support, including giving specific feedback, where needed.</p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2
<i>Training of Teaching Assistants – CPD programme</i>	<p>A training programme will be put in place and a mentor assigned to support TAs within school, to ensure that their intervention and support is good quality and expectations are high.</p> <p>A member of staff will be appointed to oversee this training and development, to model to them and to meet with them. Mentors for TAs will be assigned.</p>	4 6

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tuition and intervention for disadvantaged children (To cover a small percentage of the Learning Mentors' salaries and tuition, delivered by teachers and trained staff.)</i>	<p>Children have access to tuition throughout the year, to support with learning in key areas of the curriculum.</p> <p>Tuition is accessed in English and Maths.</p> <p>Children are also accessing curriculum vocabulary groups and catch-up sessions on a Friday afternoon.</p> <p>Children have additional support within class and each have a mentor. Many children access additional mentoring through our Learning Mentors.</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a></p>	4 6

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

Budgeted cost: £ 67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>New appointment of our Pastoral Lead within school</i>	<p>Our Pastoral Lead will be able to support children with their wellbeing and mental health, by providing mentoring support. This role also includes close monitoring of attendance and supporting the administration of attendance, analysing data and actioning a plan for improving attendance, by issuing letters and holding meetings with families, along with the SLT.</p> <p>Parents will also receive more events and support, where needed. For example, coffee mornings or wellbeing sessions, stay and play sessions with younger children.</p> <p>This individual is tri-lingual and is highly trained in SEN and is a key member of the safeguarding team.</p>	1 2 3 4 6
<i>Mentors to meet with children to provide emotional support</i>	<p>A mentor linked to KS1 and KS2 will meet with children to provide support where needed. Our Mentors will be able to support children with their wellbeing and mental health, by providing</p>	2 3 4

	mentoring support on a 1:1 basis. They will also run programmes such as circle of friends to provide children with positive skills sets to form effective relationships with their peers	
<i>Hardship – providing financial support where needed</i>	To provide school uniform, resources and support with transportation for families experiencing hardship.  To provide food parcels for families in need. If required household items such as bedding and mattresses will also be provided.	2 3 4
<i>Families to be offered parent-child cooking classes/ stay and play sessions – staff time and ingredients</i>	To support families by offering family cooking classes.	2 3 4
<i>Paying and supporting the funding of trips and experiences within school – after school clubs, Wrap Around Club and Breakfast Club</i>	Children have access to experiences for learning to develop their Cultural Capital. Children also have access to attend after school clubs.  At these before and after school clubs, children are read with and they receive homework support, as these are run by in-house, trained staff.  Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their peers - developing life and social skills.  Children will be offered instrumental lessons and LAMDA sessions, to boost confidence and oracy/musical skills.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a>	4 5 6

**Total budgeted cost: £127,270**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2022/2023 Actions and Impact Statements

Intended outcome	Success criteria	Actual Outcomes
<i>Attendance has improved and is more in line with national expectations (96%)</i>	Children will be able to access learning because their attendance has improved. Outcomes will improve for every child.	We have a more robust approach to attendance. Attendance figures are still low and in the region of 90.2%, which is slightly lower than non-PP children (93.5%). Whole school – 92.9% National average – 93.8% National PP - 91.3
More 1:1 support has been provided for parents to support them with their personal situations and to support them to support their children at home.	Families and children, in particular, feel supported. Children will achieve better because they are able to access learning and support at home. Families understand how to support their children at home.	Last year we our pastoral lead supported parents on a one-to-one basis to provide the required support, including home visits, provision of food parcels and referrals to outside agencies.
Children receive mentoring and interventions to support their mental health and wellbeing, including reward trips and socialisation.	Children are happy, well-adjusted and are able to be active citizens, supporting each other and developing confidence and skills.	Our Learning Mentor support team is well-developed. Our LM's, Pastoral Lead and ELSA-trained member of staff do a brilliant job at supporting our children, including those who are PP.
Children categorised as vulnerable will have access to more opportunities, to enhance their oracy skills and their academic achievements.	Data shows that children are achieving more in line with their peers, who are not categorised as PP.	Children are achieving more in line with their non-PP counterparts with the gap having narrowed across the school. This is especially so in EYFS but is inconsistent in other year groups. They are broadly in line national averages. At the end of KS2 the writing gap has narrowed from prior year between PP and non-PP. The gap between PP and non-PP has continued to narrow in reading, with PP being above the national % for all pupils again at 75% achieving expected+
Children have the resources they need to fit in with their peers, access a variety of	Financial barriers no longer exist for children to achieve.	We have purchased uniform and resources for children, where there is need, and have paid for school trips. Children are

experiences, and be free to learn.		<p>accessing music lessons and LAMDA drama sessions within school. They have had access to subsidised before and after school provision.</p> <p>We have started to build in more opportunities to build in develop cultural capital, such as author visits.</p>
Disadvantaged children have access to high quality education and are able to gain support with their learning, through quality-first teaching and targeted support and intervention.	Children achieve in line with their potential and at least as well as their peers.	<p>Children have received tuition and booster groups this year.</p> <p>Pupils from Year 6 attended our Easter Booster School and worked to practise SAT style questions.</p> <p>SCAT SEND review and Peer Reviews, show an improvement in teaching and learning across the school.</p> <p>This has been improved through CPD funding.</p>