

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 | 490 |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 1 Year |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Local Academy Committee |
| Pupil premium lead | Ruth Russell |
| Governor / Trustee lead | Margaret Matthews |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £71,280 |
| Recovery premium funding allocation this academic year | £9,682 |
| 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 |
| 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> | £80,962 |

Part A: Pupil premium strategy plan

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

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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 one 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: £ 13,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Purchasing and use of School IP System and implementation of Aspirational Steps programme</i> £5,000</p> | <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 role out to all staff across the year, starting with teachers. There are at least 4 members of staff on this 6-8-week developments programme, called Aspirational Steps, at any one time. 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>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p> | <p>4 6</p> |
| <p><i>Good-quality CPD</i> £5,000</p> | <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>EEF recognise that purposeful intervention to support quality teaching helps every child:</p> <p><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>4 6</p> |

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| | 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) | |
| <i>Training of Teaching Assistants – CPD programme</i> £3,000 | 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. 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. | 4 6 |

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

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Tuition and intervention for disadvantaged children</i> <i>(To cover a small percentage of the Learning Mentors' salaries and tuition, delivered by teachers and trained staff.</i> £20,000 | Children have access to tuition throughout the year, to support with learning in key areas of the curriculum. Tuition is accessed in English and Maths. Children are also accessing curriculum vocabulary groups and catch-up sessions on a Friday afternoon. Children have additional support within class and each have a mentor. Many children access additional mentoring through our Learning Mentors. https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/ | 4 6 |

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

Budgeted cost: £ 46,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>New appointment of our pastoral Lead within school</i> (£33,00) | 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 | 1 2 3 4 6 |

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| | <p>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> | |
| <p><i>Families to be offered parent-child cooking classes/ stay and play sessions</i> £3,000 – staff time and ingredients</p> | <p>A member of staff will run these programmes, to support relationships within families and to give opportunities for families to have positive shared experiences.</p> <p>Children will have opportunities to attend groups with a parent and learn together.</p> | <p>2 3 4</p> |
| <p><i>Paying and supporting the funding of trips and experiences within school – after school clubs, Wrap Around Club and Breakfast Club</i> £12,000</p> | <p>Children have access to experiences for learning to develop their Cultural Capital. Children also have access to attend after school clubs.</p> <p>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.</p> <p>Children will be offered instrumental lessons and LAMDA sessions, to boost confidence and oracy/musical skills.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> | <p>4 5 6</p> |

Total budgeted cost: £ £81,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

The table sets out the previous year's intended outcomes, the projected success criteria and the actual outcomes:

| Intended outcome | Projected Success criteria | Actual Outcomes |
|---|--|--|
| To ensure quality first teaching is consistent across all classes in the school. To identify gaps in learning, and plan appropriate intervention. | For all teachers to be teaching at the appropriate stage based on their experience, with the majority of pupils learning most or nearly all of the intended curriculum. Assessment data for disadvantaged pupils to be broadly in line with non-disadvantaged. Teachers to identify pupils in need of booster support/tuition and plan appropriate intervention. | The profile of teaching within the school has improved. Assessment data is showing an improving trend. The programme for improvement continues into 2023-2023 academic year. Assessment data for disadvantaged children is still lower than non-disadvantaged, however data outcomes are broadly inline when looking at Disadvantaged, non-SEN children. |

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| Majority of Year 6 pupils to leave at the expected standard, and therefore prepared for the next phase of their education. | Year 6 to reach/exceed 'floor' standard for combined RWM. | The impact of COVID cannot be under-estimated for children. Our Year 6 combined outcomes were in line with national outcomes and were significantly above national outcomes in maths and grammar. |
| To offer a wide range of enrichment opportunities to disadvantaged pupils (this is to include all school trips for educational purposes, access to paid and non-paid clubs. | Percentage of disadvantaged pupils participating in enrichment opportunities (clubs/trips) will be broadly in line with that of non-disadvantaged pupils. All school trips fully funded where needed to enable equal access. | A significant number of strips have been fully or partially subsidised, particularly the Year 5 residential trip. Children have free access to clubs and attendance rates are high. Most clubs are fully booked and all children access them, disadvantaged and non0disadvantaged children alike. |
| To ensure disadvantaged pupils have the necessary support/resources to be able to access intervention. | Teachers to identify pupils in need of booster support/tuition, and plan appropriate intervention. Participation rates for disadvantaged children in after-school tuition sessions run by Saint Anthony's staff to be broadly in line with non-disadvantaged pupils. | All tuition and booster groupings target disadvantaged children. These sessions are weekly and free to pupils. The majority of invited children do attend and we are continually encouraging parents to send their children to these additional groups. |
| To provide free breakfast daily for all disadvantaged pupils who need it, to ensure they start the day in the best possible way (and to help minimize lateness in pupils). | Late percentage to reduce. Teachers will be aware of any children who repeatedly come to school without breakfast. This will be recorded on CPOMS. LTP to provide wrap around care for children; percentage of disadvantaged pupils participating in breakfast club will be broadly in line with that of non- disadvantaged pupils. | Children either attend breakfast club, or they are given breakfast when they arrive, if needed. |
| To ensure pupil self-esteem is not affected by financial barriers by providing a free uniform. | ALL disadvantaged pupils will be provided with one full school uniform If needed within the academic year. Children will have access to Pastoral support when low self esteem is identified. | We continue to provide uniform to children who need it. Children access support through our two Learning Mentors and ELSA-trained staff. |
| To improve attendance and reduce persistent absentee rates. | Office manager to work with phase leaders to track attendance, and put appropriate support/plans in | Attendance tracking has proven that attendance is lower than pre-COVID. Telephone calls, meetings and |

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| | place with vulnerable pupils/families. | warning letters have been issued. Regular home visits also take place. |
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