

Pupil Premium Strategy Statement St Anthony's Catholic Primary School



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 School |
| Number of pupils in school | 317 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 -2023 |
| Date this statement was published | 15.09.2022 |
| Date on which it will be reviewed | 15.12.2022 |
| Statement authorised by | Rachel Ballard |
| Pupil premium lead | Vicki Berry |
| Governor / Trustee lead | Paul Thompson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 84,760 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £ 84,760 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

At St Anthony's we believe that we should support each child holistically, so we plan for their development academically, socially, emotionally, and spiritually. When reviewing the funding, decisions have been made to improve life chances for pupils so that they can access all subjects and have opportunities to broaden their knowledge and skills in a nurturing and supportive environment.

Our main aims are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To remove barriers to learning so that our children can reach their full potential.
- To provide a broad and balanced curriculum, which develops skills and talents and provides enrichment, as well as cultural capital and is accessible to all.
- Ensuring that our children receive early help in a timely way so that learning is not lost.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Family circumstances: Pupils may have family circumstances that impact negatively upon their learning and ability to take up extra-curricular opportunities. Socio-economic factors such as poverty and poor housing can impact on diet, wellbeing and opportunities. Safeguarding and welfare issues (which may lead to involvement from Children's Social Care) can impact on the whole family. Separation of parents may cause conflict which affects the children emotionally; often leading to behavioural and academic challenges. |
| 2 | Social & Emotional barriers: Some children have social and emotional issues resulting in low confidence and self-esteem. This affects learning, friendships, resilience and aspirations for the future. Some parents have their own mental health difficulties, which often brings instability to the family. |

| | |
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| 3 | <p>Special Educational Needs & Disabilities:</p> <p>Some children have additional needs which impact on progress and attainment, social interaction, communication and language and physical development. Parents may also have learning needs of their own. Children with additional needs may present behavioural challenges which need to be addressed.</p> |
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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 |
|---|--|
| The gap between disadvantaged and non-disadvantaged is narrowing. | <ul style="list-style-type: none"> ▪ Improved progress scores ▪ Statutory data demonstrates progress ▪ Positive impact of pastoral support and early help |
| Pupils can access all aspects of the curriculum. | <ul style="list-style-type: none"> ▪ Pupils demonstrate deep learning in all subjects ▪ Pupils enjoy learning in all subjects |
| Children with additional needs are identified and supported. | <ul style="list-style-type: none"> ▪ Pupils with additional and special needs make good progress ▪ Successful and effective partnerships with the school, parents and other agencies through EHCP reviews and CAF/TAF process. |

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: £ 5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 3 |

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

Budgeted cost: £ 43,260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Enhancement of our curriculum planning in line with DfE and EEF guidance to provide tailored interventions. | EEF evidence states that 'individualised instruction can be an effective approach (+5 months) to increasing pupil attainment.' 'On average, one to one tuition is very effective at improving pupil outcomes.' This includes delivering phonics across EYFS and KS1. | 1, 2 & 3 |

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

Budgeted cost: £ 36,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Pastoral support and early help – working with families and supporting pupils' mental health and wellbeing in school. | <u>Supporting wellbeing - GOV.UK (www.gov.uk)</u> Ensuring that pupils are ready to learn is the aim of this strategy. Children feeling safe and secure, mentally, and physically. | 1, 2 & 3 |

Total budgeted cost: £ 84,760

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 2021 to 2022 academic year.

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| Priority 1 | Analysis of reading ability of PP pupils and implementation of strategies to improve reading skills and ability. |
| Priority 2 | Ensure that basic grammar, punctuation and spelling is embedded. |
| Barriers to learning these priorities address | Ensure staff are providing personalised learning in all areas. |
| Evidence of impact. | <ul style="list-style-type: none">• Year 4 has the highest number with 12 out of the 50 pupils in the year group being on the Pupil Premium List (24%). 1 child is working at the 'expected standard' in Reading, Writing and Maths. 7 children are working at the 'expected standard' in Reading and Maths.• 16% of children on the Pupil Premium List (7 out of 43) are working at the 'expected standard' in Reading, Writing and Maths.• 40% of children on the Pupil Premium List (17 out of 43) are working at the 'expected standard' in Reading and Maths.• 67% children on the Pupil Premium List (29 out of 43) are working at the 'expected standard' in at least one area. |

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 |
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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? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |