

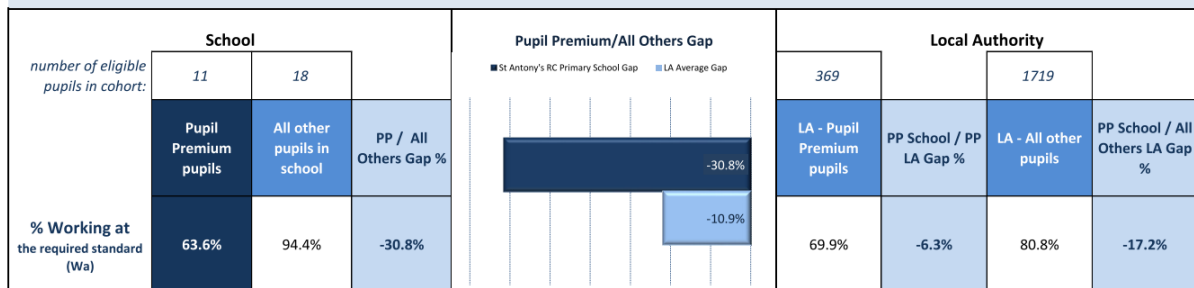
# Part B: Review of the previous academic year 2024-2025

## Outcomes for disadvantaged pupils

### Year 1 phonics 2025

#### St Antony's RC Primary School

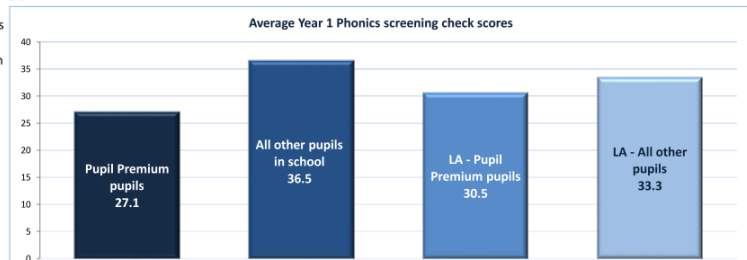
DfE Number: 3512



#### Average Year 1 Phonics screening check scores

Compares the average scores on the phonics screening check of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium with the average score of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

|                            |      |
|----------------------------|------|
| Pupil Premium pupils       | 27.1 |
| All other pupils in school | 36.5 |
| LA - Pupil Premium pupils  | 30.5 |
| LA - All other pupils      | 33.3 |



There is a significant gap between all other children and our pupil premium children.

There were 11 PP children in a class of 30. Of those PP children:

7 passed.

2 EHCP pupils did not sit the test.

2 SEND school support pupils did not pass.

For non PP children our data was higher than national with 94.4% opposed to 84% Non PP.

For PP children we are slightly below with 63.6% as opposed to nations 67% (equates to one child). However, with 2 EHCP pupils who were not expected to pass – this is good data for our school.

## Whole class score distribution.

| Estab. No. | Estab. Name                   | Cohort | No Score | Mark |       |       |       |       | APS  | Outcome |   |   |    |    |
|------------|-------------------------------|--------|----------|------|-------|-------|-------|-------|------|---------|---|---|----|----|
|            |                               |        |          | 0-15 | 16-23 | 24-31 | 32-36 | 37-40 |      | Q       | A | D | WT | WA |
| 3512       | St Antony's RC Primary School | 30     | 0        | 3    | 2     | 0     | 6     | 19    | 33.1 | 0       | 0 | 0 | 5  | 25 |

## End of KS1

### St Antony's RC Primary School

DfE Number: 3512

| # of eligible pupils in cohort**: | School               |                            |                       | PP/All Others  | Local Authority*          |                         |                       |                                 |
|-----------------------------------|----------------------|----------------------------|-----------------------|--|---------------------------|-------------------------|-----------------------|---------------------------------|
|                                   | 12                   | 17                         | PP / All Others Gap % |  |                           | 429                     | 1297                  |                                 |
| % achieving:                      | Pupil Premium pupils | All other pupils in school |                       | ■ St Antony's RC Primary School Gap ■ LA Average Gap | LA - Pupil Premium pupils | PP School / PP LA Gap % | LA - All other pupils | PP School / All Others LA Gap % |
| Reading >= EXS                    | 58.3%                | 58.8%                      | -0.5%                 | Reading  | 61.5%                     | -3.2%                   | 73.0%                 | -14.7%                          |
| Writing >= EXS                    | 50.0%                | 58.8%                      | -8.8%                 | Writing  | 50.1%                     | -0.1%                   | 65.7%                 | -15.7%                          |
| Maths >= EXS                      | 58.3%                | 64.7%                      | -6.4%                 | Maths  | 60.1%                     | -1.8%                   | 74.2%                 | -15.9%                          |
| Science >= EXS                    | 66.7%                | 76.5%                      | -9.8%                 | Science  | 67.3%                     | -0.6%                   | 77.7%                 | -11.0%                          |
| RWM >= EXS                        | 41.7%                | 52.9%                      | -11.3%                | RWM  | 46.4%                     | -4.7%                   | 61.6%                 | -19.9%                          |
| RWMS >= EXS                       | 41.7%                | 52.9%                      | -11.3%                | RWMS   | 44.4%                     | -2.7%                   | 60.7%                 | -19.0%                          |

At the end of Year 2, our PP pupils have done as well as others in reading, but are slightly behind in other subjects and alignment. 10% is approximately 3 pupils. We have targeted those pupils going forward into year 3. One pupil has an EHCP.

## MTC check

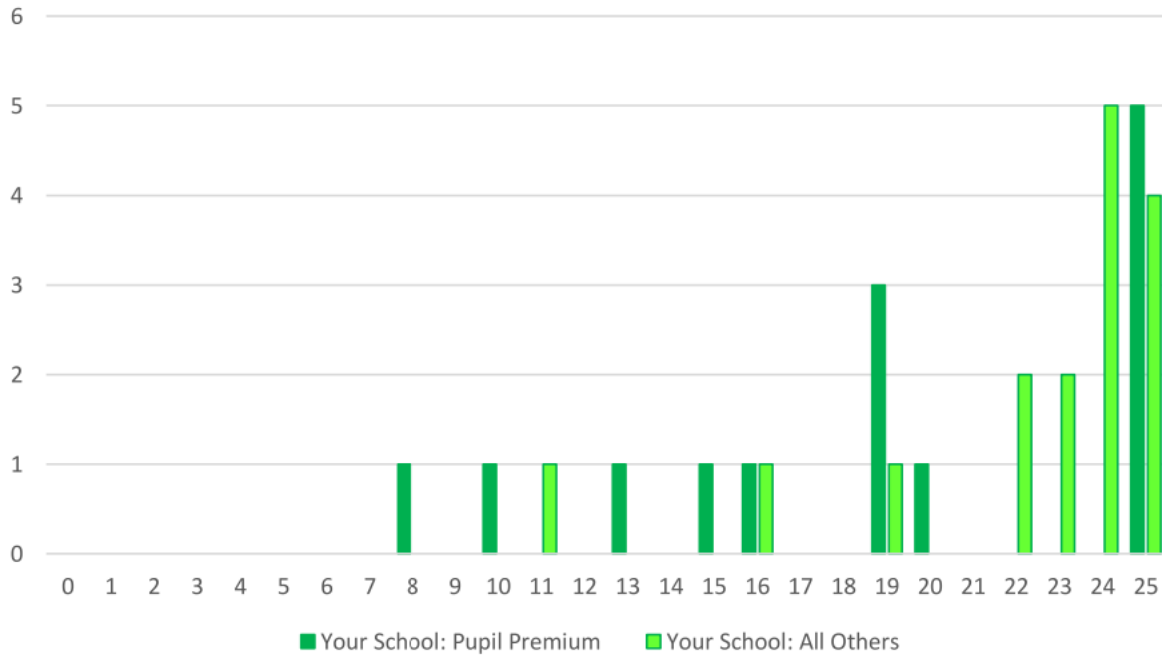
### St Antony's RC Primary School

DfE Number: 3512

| # of eligible pupils in cohort:             | School               |                            |                             | PP/All Others     | Local Authority |                           |                               |                       |
|---|----------------------|----------------------------|-----------------------------|-------------------|-----------------|---------------------------|-------------------------------|-----------------------|
|   | Pupil Premium pupils | All other pupils in school | PP / All Others Gap (Marks) |                   |                 | LA - Pupil Premium pupils | PP School / PP LA Gap (Marks) | LA - All other pupils |
| Average MTC Score                           | 14                   | 16                         | -3.4                        | Average MTC Score | 694             | -1.0                      | 1582                          | -3.3                  |
| # Pupils with no score (A, B, J, NAA, Q, U) | 18.9                 | 22.3                       | -3.4                        |                   | 19.9            | -1.0                      | 22.2                          | -3.3                  |
|   | 0                    | 0                          |                             |                   | 17              |                           | 30                            |                       |

Unfortunately, our PP pupils did not do as well as non PP pupils- score distribution shows this. There were a number of factors, attendance, access to internet at home, parental engagement and a change in class teacher. We are working to address this for 2026.

## Individual Scores: PP vs Non PP Pupils



## KS2 2025

### Key Stage 2 - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible for the Pupil Premium (FSM6, LAC and AFC) achieving at least the expected standard for each subject area with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

#### St Antony's RC Primary School

DfE Number: 3512

|                | Pupil Premium pupils   |              | All other pupils in school |              | PP / All Others Gap % | ■ St Antony's RC Primary School Gap<br>■ LA Average Gap |         | LA - Pupil Premium pupils | PP School / PP LA Gap % | LA - All other pupils | PP School / All Others LA Gap % |
|----------------|------------------------|--------------|----------------------------|--------------|-----------------------|---|---------|---------------------------|-------------------------|-----------------------|---------------------------------|
|                | No. of eligible pupils | % achieving: | No. of eligible pupils     | % achieving: |                       |   |         |                           |                         |                       |                                 |
| Reading Exp+   | 16                     | 87.5%        | 14                         | 78.6%        | 8.9%                  |   | Reading | 66.0%                     | 21.5%                   | 78.7%                 | 8.8%                            |
| Writing TA EXS | 16                     | 68.8%        | 14                         | 57.1%        | 11.6%                 |   | Writing | 61.2%                     | 7.6%                    | 77.3%                 | -8.5%                           |
| GPS Exp+       | 16                     | 93.8%        | 14                         | 85.7%        | 8.0%                  |   | GPS     | 66.8%                     | 26.9%                   | 81.2%                 | 12.6%                           |
| Maths Exp+     | 16                     | 81.3%        | 14                         | 71.4%        | 9.8%                  |   | Maths   | 66.1%                     | 15.1%                   | 81.7%                 | -0.5%                           |
| Science TA EXS | 16                     | 75.0%        | 14                         | 71.4%        | 3.6%                  |   | Science | 72.9%                     | 2.1%                    | 84.5%                 | -9.5%                           |
| RWM Exp+       | 16                     | 43.8%        | 14                         | 57.1%        | -13.4%                |   | RWM     | 50.5%                     | -6.8%                   | 68.9%                 | -25.2%                          |

Our PP pupils did better in all subjects individually, however alignment for PP pupils was lower than other pupils. This was due to 3 PP children narrowly missing out on EXS in Maths. This would have raised alignment to 54% for PP pupils. Maths strategies are already in place to improve our average scaled scores for all pupils.

| <b>Intended outcome</b>   | <b>Success criteria</b>  | <b>Evaluation/ are we on target?</b>   |
|---|--|--|
| <b>Teaching</b>   |  |  |
| Staff are well trained and understand their specific role   | Staff carry out their role effectively.<br>Pupils make excellent progress.   | Training courses from CPP, the Diocese, LA and National College Interventions  |
| Leaders understand how to implement effective methods, coach and mentor staff to the highest standards    | Teachers have improved practice further by end of the year.<br>Leaders are confident in monitoring and evaluating success.   | Instructional coaching continues to help us develop good pedagogy through school. Facilitative coaching has improved process and workload.   |
| <b>Targeted Academic support</b>  |  |  |
| Assessment-diagnostic assessment strategies will inform planning and teaching                             | All pupils make good progress, Misconceptions are identified quickly and addressed.  | Investment in accelerated reader and linked books has supported reading progress. LBQ has allowed diagnostic assessment across the curriculum.   |
| Tutoring and intervention for specific groups of pupils   | Pupils know and remember more.   | Staffing for booster classes. SATs companion platform to support memory retention. Intervention training from outside providers for adaptive teaching and scaffolding eg Emma Ford.                                  |
| <b>Wider strategies</b>   |  |  |
| Children's mental health is well supported. They become able to self-regulate and are able to learn well. | KS1 intervention group ensures children develop good behaviour for learning in whole class time. Parents are given strategies and there are excellent home school relationships which support the children's progress.<br>Children are happy and ready to learn; they are comfortable and secure and know who they can turn to for help in school. | Inspirational speakers and increased pastoral care support time and allowed us to give more nurture and support. Resources have been provided to enhance safe spaces around school for mindfulness and spirituality. |
| Families are supported to an outstanding level.   | Children are happy and able to learn. Parents feel comfortable and secure in order to seek support; this in turn may avoid escalation of issues and concerns to social care.   | Vast improvement in wraparound care has supported families and increased attendance eg supersport Fridays.   |

|   |   |   |
|---|---|---|
|   |   | Increased pastoral support, additional family support worker. Workshops in school, investment in resources eg art therapy and Cre8ability.  |
| Children have access to a wide variety of activities and opportunities that build cultural capital. | Full range of clubs, activities, trips and visits are available. Records are kept to ensure full participation. Children's university membership motivates participation. | Wide range of clubs, art, music, sport and creative. New SAFWU has extended this further for excellent personal development and a love of coming to school. 'Everybody in' days has helped to increase attendance as have attendance awards. Extra subsidised trips, an indoor and outdoor stage and games equipment. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| <b>Programme</b>      | <b>Provider</b>        |
|-----------------------|------------------------|
| The Chameleon Project | Global policing        |
| Debt Aware            | Brian Souter           |
| Moving on             | Blackburn Rovers Trust |