



Pupil premium strategy statement for St Antony's RC 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 Antony's RC Primary and Nursery
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	46.8%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	Updated December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Heather McGowan
Pupil premium lead	Heather McGowan
Governor / Trustee lead	Father Gerard Barry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,570
Recovery premium funding allocation this academic year	£6,090
Service children funding	£960
Post LAC	£4,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125, 440

Part A: Pupil premium strategy plan

Statement of intent

Our aim for our disadvantaged pupils are that they are able to access the same learning opportunities as their peers. This may involve us providing extra support be it in resources or in teaching time. We may also provide access to opportunities such as sporting, cultural or musical that they may not otherwise have experience of. Our community is in an area of deprivation and therefore all our children may need support at one time or another. We want all our children to be happy in themselves in 5 key ways:

Socially- they are able to build happy, healthy relationships and feel emotionally well.

Physically- they are able to keep themselves fit and well, including nutritionally.

Creative- they are self motivated and enjoy the learning process.

Charitable- they are able to give to others and be a good citizen

Mindful- they can build a relationship with God and appreciate themselves and the world they live in.

We believe that happy children learn well and our current pupil premium plan seeks to work towards achieving this through staff training, providing experiences and building on our resource base.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional mental health issues- some children do not come to school ready to learn, they are emotionally vulnerable, in flight or flight mode, sometimes hungry (this can also manifest as low self esteem, poor social skills, poor relationships)
2	Poor communication skills (poor speech and language, low confidence, poor comprehension)
3	Limited experience of life outside immediate locality- limits impact on their ability to learn from the world around them. (vocabulary, assimilation of ideas, investigative skills) Low 'cultural capital'

4	Core literacy skills- lack of books or resources at home, parents also having literacy difficulties means children do not read for pleasure or are read to home, and rarely see writing as a valuable skill. This limits early vocabulary development and therefore literacy development.
5	Poverty - children miss out on average family experiences because parents and carers cannot afford them.
6	Education values- Parents do not value education and struggle to ensure their children attend school. Other factors such as parental mental health, illness, hunger, and cleanliness many also affect a parents ability to get their child into school regularly and on time.

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
Teaching	
Staff are well trained and understand their specific role	Staff carry out their role effectively. Pupils make excellent progress.
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. Leaders are confident in monitoring and evaluating success.
Targeted Academic support	
Assessment- diagnostic assessment strategies will inform planning and teaching	All pupils make good progress, Misconceptions are identified quickly and addressed.
Tutoring and intervention for specific groups of pupils	Pupils know and remember more.
Wider strategies	
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. Children are happy and ready to learn; they are comfortable and secure and know who they can turn to for help in school.
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.

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.

Activity in this academic year 2022-2023

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: £ 23, 784

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training and resources £700	Wellbeing, ACE informed approach	1
National college various courses- £1500	Well trained staff	All
Following EEF recommendations and research informed practice (DHT time, NPQ time) £14,000	Leadership time, extra time for staff out of class for subject leadership and coaching- quality first teaching is the best strategy to bridge the disadvantage gap.	1, 2 and 4
SEND training £600	Adaptive teaching	2, 4
NELI in house training £1000 (supply cover)	EEF extra support for oral language intervention +6	2
Literacy focus T4W training £2150	EEF metacognitive approaches to learning +7	4
Accelerated Reader training £1684	focused support on reading comprehension EEF +6,	4
Little Wandle training £700	EEF systematic approaches to early reading	4
Literacy counts training £450	focused support on reading comprehension EEF +6, vocabulary improvement, EEF metacognitive approaches to learning +7	2, 3, 4
Reddy Made maths training £1000	Subject leader training- communication and vocabulary in maths EEF - vocabulary	2

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

Budgeted cost: £35,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support in Reception-interventions and oracy (graduate support) £12, 929	EEF extra support for oral language intervention +6, phonics +5, metacognition +7.	1, 2, 3 and 4
Extra teacher support in class (Year 5/6) £7,700	Daily groups, well trained staff, focused support on reading comprehension EEF +6, small group tuition (1 to 3)	2, 4
Teacher led before and after school intervention £5,800	One to one tuition EEF +5	4
Tutoring from DHT £3,400	One to one tuition EEF +5	4
IDL and online software licences £2000	Individualised instruction EEF +4 Mastery learning EEF +5	4
Accelerated reader on line star assessment annual fee £1800	Focused support on reading comprehension EEF +6,	4
Resources for home learning £300	All pupils have equal access to resources (paper, pencils, crayons)	5
Alternative provision £2000	Specialist support	1

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

Budgeted cost: £65, 727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support work £20,000	Full time pastoral lead. Case studies. Parental engagement EEF +4, self-regulation EEF +7	1
In school parenting group- resources and room refurb £3000	Parental engagement EEF +4, self-regulation EEF +7	1, 6
Nuture teacher £12,500	8 hours per week SEMH learning EEF +4	1, 2
Freedom from abuse £370	Pupil and parent workshops on the dangers of social media and gangs	1

Arts participation £3,500	4 hours per week KS2 bespoke art lessons EEF +3	3, 5
Small group- being learning ready – intervention £5,709	TA 3 – 4 hours per week Across Year 1 and 2. Early intervention before KS2 Metacognition and self - regulation EEF +7 collaborative learning EEF +5	1
ELSA support £11, 418	TA3 - 8 hours per week	1, 2 and 6
Ribble Conservation Trust £1200	Breeding trout; sustainability lessons from Eco specialists	3
Pool on site part funded plus electric £500	Physical activity to improve health and wellbeing. Encourage attendance.	1, 6
Residential trips – Years 4, 5 and 6 subsidy £1800	Social and physical experiences and collaborative learning EEF +5	2, 3 and 5
Trips and visits- subject ambassadors, GTBG £2,000	Increasing experiences and opportunities	3 and 5
Children’s university £2800	Increasing experiences and opportunities	3 and 5
Attendance badges and prizes £1000	Motivation	6
Golden clipboard rewards £300	Motivation	3, 5

Total budgeted cost: £ 125, 440

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.

Outcome	Success criteria	Impact																																										
Teaching																																												
Staff are well trained and understand their specific role	<p>Staff carry out their role effectively. Pupils make excellent progress.</p> <p><i>Writing – significant gap at KS1 so resources are T4W training and Literacy counts training and resources. KS1 gaps follow the trend of the LA, except for Science where PP 71% and others 69%. KS1 RWM combined scores in line with National.</i></p> <p><i>The science trend is reversed in KS2 where PP children do not do as well. We are therefore incorporating more topic themed reading materials to reinforce new Tier 2 and 3 words within a vocabulary centred approach to planning next year.</i></p> <p><i>Maths in KS2 is a concern for PP pupils. Resources for one to one tutoring and small group work in place. Pupils will be individually targeted.</i></p>	<p>Weekly training for all staff; NPQ qualifications.</p> <p>Pupil progress data good.</p> <p>End of year data: all pupils vs PP pupils.</p> <table border="1"> <thead> <tr> <th>Test</th> <th>PP %</th> <th>Non PP %</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">EYFS</td> </tr> <tr> <td>GLD</td> <td>44</td> <td>42</td> </tr> <tr> <td>C&L</td> <td>67</td> <td>63</td> </tr> <tr> <td>Lit</td> <td>67</td> <td>53</td> </tr> <tr> <td>Maths</td> <td>67</td> <td>74</td> </tr> <tr> <td colspan="3" style="text-align: center;">KS1</td> </tr> <tr> <td>Read</td> <td>64</td> <td>63</td> </tr> <tr> <td>Write</td> <td>36</td> <td>63</td> </tr> <tr> <td>Maths</td> <td>64</td> <td>75</td> </tr> <tr> <td>RWM</td> <td>36</td> <td>50</td> </tr> <tr> <td colspan="3" style="text-align: center;">KS2</td> </tr> <tr> <td>Read</td> <td>73</td> <td>71</td> </tr> </tbody> </table>	Test	PP %	Non PP %	2022			EYFS			GLD	44	42	C&L	67	63	Lit	67	53	Maths	67	74	KS1			Read	64	63	Write	36	63	Maths	64	75	RWM	36	50	KS2			Read	73	71
Test	PP %	Non PP %																																										
2022																																												
EYFS																																												
GLD	44	42																																										
C&L	67	63																																										
Lit	67	53																																										
Maths	67	74																																										
KS1																																												
Read	64	63																																										
Write	36	63																																										
Maths	64	75																																										
RWM	36	50																																										
KS2																																												
Read	73	71																																										

		<table border="1"> <tr> <td>Write</td> <td>64</td> <td>67</td> </tr> <tr> <td>Maths</td> <td>46</td> <td>91</td> </tr> <tr> <td>GPS</td> <td>64</td> <td>67</td> </tr> <tr> <td>SCI</td> <td>64</td> <td>81</td> </tr> <tr> <td>RWM</td> <td>36</td> <td>57</td> </tr> </table>	Write	64	67	Maths	46	91	GPS	64	67	SCI	64	81	RWM	36	57
Write	64	67															
Maths	46	91															
GPS	64	67															
SCI	64	81															
RWM	36	57															
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. Leaders are confident in monitoring and evaluating success.	IC now well established with SLT as coaches. UPS staff trained from summer 2022. From September 2022, partner to Star Institute initial teacher training.															
Targeted Academic support																	
There are good outcomes in phonics for EYFS and Year 1. Gaps are identified and narrowed across Year 2, 3 and 4	Programme has fidelity and is taught consistently well across EYFS and KS1. Resources are good quality and are perfectly matched to delivery; reading practice matches phonics taught All pupils (except particular literacy SEND needs) meet phonics standards in EYFS and Year 1.	<p>EYFS records, Y1 phonics screen, Y2 re take results.</p> <p>New programme has been good value and has a positive impact on results, EYFS reading bands attainment and Year 1 phonics (70% to 76% in line with National) both improved on last year.</p> <p><u>Phonics 2022</u></p> <p>PP 75% others 77%, all pupils 76%. No significant difference and in line with National Standards.</p>															
Reading for pleasure is completed regularly by every child in school; home	Home records show evidence	Excellent KS2 SATs result. (Higher GDS and AvSS than National)															

<p>reading, reading scheme and class novel time all support this.</p> <p>Pupils read with age appropriate reading speed and accuracy</p>	<p>Children move up the structured reading levels throughout KS1 and 2, cumulatively building up their skills and vocabulary.</p> <p>Children are visibly interested and excited to read the new books.</p> <p>They visibly enjoy their library time and want to read for pleasure.</p> <p>Tutoring and small group work targets reading comprehension strategies. Formative assessment shows effective improvement in comprehension skills for targeted children where they are becoming able to self-check and peer assess, and discuss texts with interest and deeper understanding.</p> <p>All PP pupils make accelerated progress of 6 steps or more this academic year. (SEND pupils measured individually)</p>	<p>Assessment is not diagnostic enough although improvements in teaching have ensured better results.</p> <p>Accelerated reader purchase and online diagnostic assessments will be purchased next academic year to improve this.</p> <p>Yarc will be more widely used to track SEND PP pupils.</p> <table border="1" data-bbox="1015 622 1407 987"> <thead> <tr> <th>Test 2022</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>UTW</td> <td>22</td> <td>26</td> </tr> <tr> <td>Phonics</td> <td>75</td> <td>77</td> </tr> <tr> <td>Read KS1</td> <td>64</td> <td>63</td> </tr> <tr> <td>Read KS2</td> <td>73</td> <td>71</td> </tr> </tbody> </table> <p>Vocabulary knowledge and life experience continues to be a factor for us. This affects reading comprehension.</p>	Test 2022	PP	Non PP	UTW	22	26	Phonics	75	77	Read KS1	64	63	Read KS2	73	71
Test 2022	PP	Non PP															
UTW	22	26															
Phonics	75	77															
Read KS1	64	63															
Read KS2	73	71															
<p>Wider strategies</p>																	
<p>Children’s mental health is well supported. They become able to self-regulate and are able to learn well.</p>	<p>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.</p> <p>Children are happy and ready to learn; they are comfortable and secure and know who they can turn to for help in school.</p>	<p>Nurture, ELSA and family support is good value for money. High impact on behaviour and parent relationships. Social behaviour is excellent in school.</p> <p>END of EYFS PSED 2022-PP 44%. Others 63% This is the reason we have put more resources into ELSA and family support. Significant gap with National.</p>															

<p>Families are supported to an outstanding level.</p>	<p>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.</p>	<p>This must continue- see case studies.</p>
<p>Children have access to a wide variety of activities and opportunities that build cultural capital.</p>	<p>Full range of clubs, activities, trips and visits are available. Records are kept to ensure full participation. Children's university membership motivates participation.</p>	<p>Y4, 5 and 6 accessed residential trips. All pupils access day trips. CU graduations exceeded last year, this is growing and will continue. Our after school clubs are accredited.</p>

