



# 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 2021 to 2022 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
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	Updated 13 <sup>th</sup> October 2021
Date on which it will be reviewed	April 2022
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	£90,115
Recovery premium funding allocation this academic year	£10,150
Service children funding	£310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,575

## 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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

## 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
<b>Teaching</b>	
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.
<b>Targeted Academic support</b>	
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.
Reading for pleasure is completed regularly by every child in school; home reading, reading scheme and class novel time all support this.  Pupils read with age appropriate reading speed and accuracy	Home records show evidence Children move up the structured reading levels throughout KS1 and 2, cumulatively building up their skills and vocabulary. Children are visibly interested and excited to read the new books. They visibly enjoy their library time and want to read for pleasure. 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. All PP pupils make accelerated progress of 6 steps or more this academic year. (SEND pupils measured individually)

Wider strategies	
<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>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>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>

## 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: £ 17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	Wellbeing, ACE informed approach £700	1
National college various courses- £1500	Well trained staff	all
Following EEF recommendations £15,000	Leadership time, extra time for staff out of class for subject leadership and coaching- quality teaching is the best thing to bridge the disadvantage gap.	1, 2 and 4

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

Budgeted cost: £ 28,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Reception class £8000	EEF extra support for oral language intervention +6, phonics +5, metacognition +7.	1, 2, 3 and 4
HLTA support in class £13, 700	Daily groups, well trained staff, focused support on reading comprehension EEF +6,	2, 4
HLTA before and after school intervention £1,800	One to one tuition EEF +5	4
Tutoring £3,400	One to one tuition EEF +5	4
IDL and online software licences £2000	Individualised instruction EEF +4 Mastery learning EEF +5	4

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

Budgeted cost: £ 54,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support £20,000	Full time pastoral lead. Case studies. Parental engagement EEF +4, self-regulation EEF +7	1
Nuture £5,500	8 hours per week SEMH learning EEF +4	1, 2
Arts participation £3,500	4 hours per week KS2 bespoke art lessons EEF +3	3, 5
Small group- being learning ready – intervention £15,000	TA 3 - 30 hours per week Across Year 1 and 2. Early intervention before KS2 Metacognition and self - regulation EEF +7 collaborative learning EEF +5	1
Music - Rock Band subsidy funding £900	Music develops the creative side of the brain which has a positive impact on wellbeing and happiness which in turn impacts academic performance	5
Residential trips – Years 4, 5 and 6 subsidy £4000	Social and physical experiences and collaborative learning EEF +5	2, 3 and 5
Trips and visits- subject ambassadors, GTBG £2,775	Increasing experiences and opportunities	3 and 5
Children's university £2800	Increasing experiences and opportunities	3 and 5

**Total budgeted cost: £ 100, 575**

## 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 2020 to 2021 academic year.

Outcome	Success criteria	Impact
Children are emotionally, socially and physically ready to learn and display good behaviour for learning	Children see school as a safe space where basic needs will be met and they will be loved • Children know they are able to seek help for themselves or their families without judgement • Children do as well academically nationally or better • Children build resilience through strategies taught • Behaviour for learning is excellent	Excellent pastoral care recognised by external bodies.  Very good behaviour evident across school.  We are working at National standards; 2018, 2019 and 2021 (Juniper data)
Children improve in communication ability; confidence, vocabulary, articulation	Children are articulate and confident to share their opinion at the right time • Quality talk in class aids learning, vocabulary is shared • Reluctant speakers speak up • Improved Reading data, more GDS	Children are able to speak with more confidence. Videos uploaded to dojo show this, smaller classes during lockdowns allowed quieter children to blossom and they have maintained this confidence.  Reading attainment has been impacted by lockdowns. This is a priority for next year.
Children increase their cultural capital; exposure to vocabulary in context and real life experiences gives	Children enjoy school and have good memories of experiences other than curriculum in the classroom • They widen their	Pupils enjoy coming to school- pupil voice evidence. We endeavoured

<p>better hooks for learning to build on</p>	<p>experiences outside of school including music, sport, theatre and cultural.</p>	<p>to keep up CC with online work.</p> <p>Next year will see great investment in trips and visits to compensate for lost time.</p>
<p>Parents feel comfortable to come into school, they have many opportunities to share in the education of their children; they understand and feel part of the learning process. They understand the importance of good attendance. Parents seek support before crisis point.</p>	<p>Parents are supportive of school and work with staff to give their children the best chance eg through homework, attending workshops, information events, supporting FOSA • Children read and complete homework at home • PA reduces • CP cases reduce • Services well used; breakfast club, food bank, family support, parent workshop</p>	<p>Case studies evidence our ongoing success. We aim to keep building on this success.</p>

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

