



Pupil premium strategy statement for St Antony's Primary RC Primary School

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	210
Proportion (%) of pupil premium eligible pupils	46.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	Stephen Saunders
Pupil premium lead	Heather McGowan
Governor / Trustee lead	Father Gerard Barry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,480
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£12,615
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£143,095

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 fight 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) Parents have limited conversations with their children. Some EAL children are not proficient in their home language which impacts development in English.

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- some parents cannot prioritise education and struggle to ensure their children attend school. Other factors such as parental mental health, illness, hunger, finance, parenting skills and cleanliness many also affect a parent's 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. They address issues quickly and effectively to minimise impact on pupils.
Parents are well informed about their child's progress and can support them.	Good communication is evident between home and school. Parents work closely with class teachers to support their children. Reading is given priority at home. Pupils have a suitable space to complete their homework.
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.	Children can access Nurture, ELSA and wellbeing drop in whenever necessary; this means that children can learn to manage

	<p>emotions and self regulate well. This has a positive effect on behaviour for learning.</p> <p>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>
Families are supported to an outstanding level.	<p>Children are happy and able to learn.</p> <p>Parents feel comfortable and secure in order to seek support; this in turn may avoid escalation of issues and concerns to social care.</p>
Children have access to a wide variety of activities and opportunities that build cultural capital.	<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: £ [62,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National College courses £1500</i>	Well trained staff	2, 3, 4
<i>Catholic Primary Partnership training package £2000</i>	Well trained staff have instant access to support	4
<i>Coaching for staff, cover time, training for leaders £staffing (coaching both instructional and facilitative)</i>	To ascertain individual need and develop staff skill, Deans for Impact	2, 3, 4
<i>Assessment and feedback training £1200</i>	EEF toolkit Feedback +6 Adaptive teaching, tailored teaching strategies Tomlinson et al.	1, 2. 3. 4

<i>Literacy focus T4W training £2000</i>	EEF metacognitive approaches +7	2, 4
<i>Purchase of Little Wandle resources and more AR £3000</i>	Reading comprehension strategies +6	4
<i>Use of VR headsets and chrome books to support high quality teaching £7,000</i>	Using digital technology to support learning.	2, 3, 4
<i>Staff deployment to allow cover time for staff training £staffing</i>	Effective professional development guidance and DfE Reducing School workload documentation 5 staff on NPQ training	1, 2, 4

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

Budgeted cost: £ [£51,095]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistant deployment £staffing</i>	EEF Small group tuition +4 'Five-a day' flexible grouping	1, 2, 4,6
<i>TA training to meet the specific need of PP SEND pupils. (£2000 plus cover)</i>	EEF Teaching assistant interventions +4	1, 2, 4, 6
<i>EYFS WellComm and Wellcomm primary £1200 plus UQ 0.1</i>	EEF toolkit Oral language interventions +6	2
<i>SEND training, cover time £staffing</i>	Most effective practice for particular needs is used.	2, 4

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

Budgeted cost: £ [30,000]

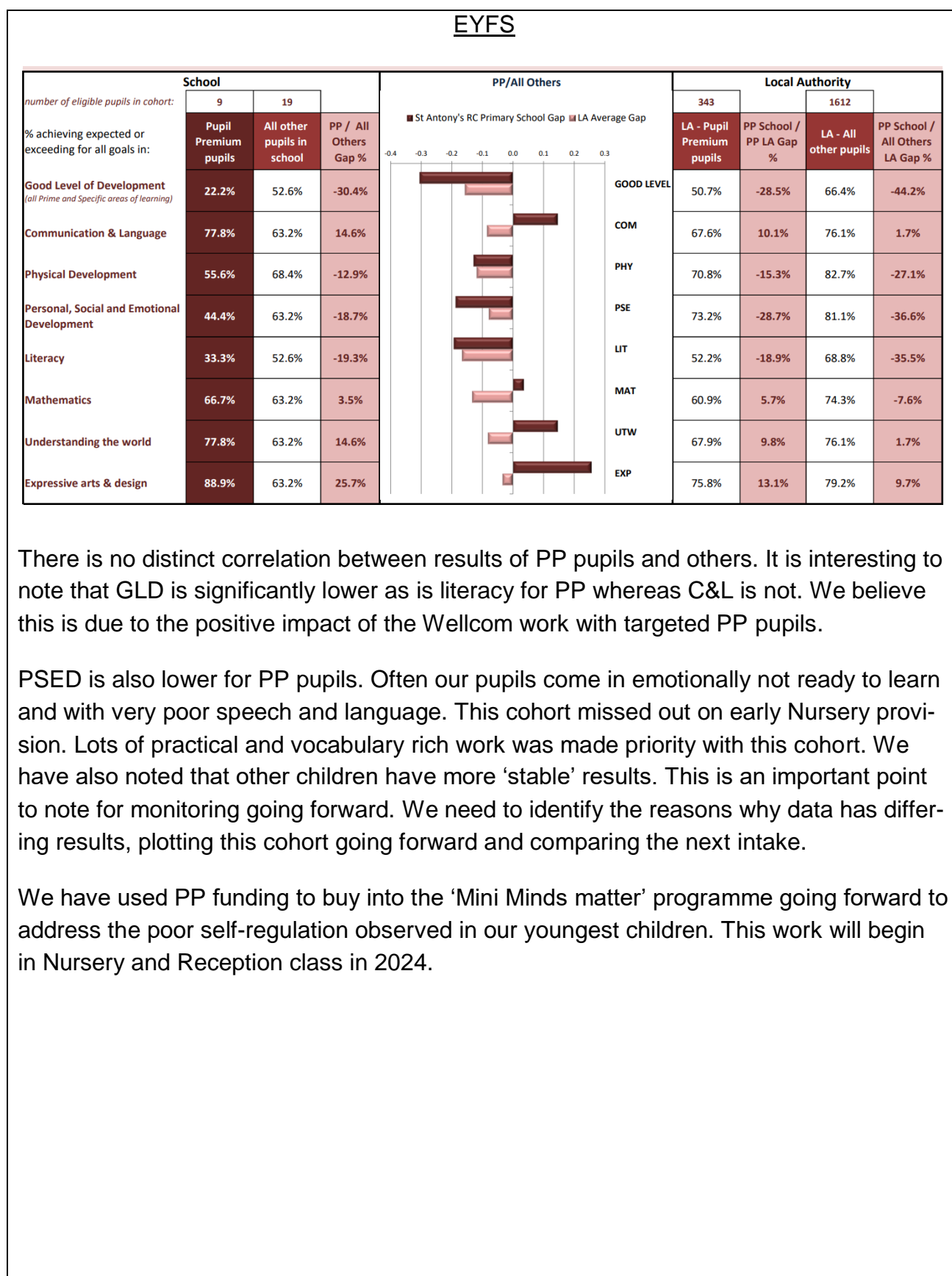
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidy for trips and visitors £8000</i>	Improves attendance, behaviour and motivation for pupils – they relish the opportunity for trips out. It support their	5

	learning through real life experience. Science and music priority 2023.	
<i>Clean clothes basics £500</i>	This supports attendance and motivation to come to school.	5
<i>Extra-curricular activities inc Children's University £4000</i>	Teaching and learning toolkit: arts participation and physical activity	3, 5
<i>Breakfast and snack provision £2000</i>	Children do not feel hungry and are able to learn.	5
<i>Parent groups-furniture and refurbishment £4000</i>	Welcoming place, EEF parental engagement +4	6
<i>Homework- structured approach LBQ and CPG books £1000</i>	Teaching and learning toolkit- structured approaches, targeted pupils	4
<i>Use of VR headsets to build cultural capital</i>	Also build resilience of fears, problem solving, critical thinking, improve motivation. Positive recent research into experiential learning.	3
<i>Homework club and resources £staffing</i>	EEF toolkit Homework +5 Parental survey	4, 5, 6
<i>Running parental workshops and weekly parenting course £staffing</i>	Parental engagement +4 Parental survey	6

Total budgeted cost: £ [143,095]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

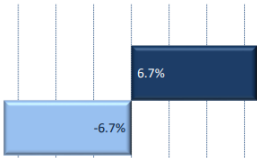


There is no distinct correlation between results of PP pupils and others. It is interesting to note that GLD is significantly lower as is literacy for PP whereas C&L is not. We believe this is due to the positive impact of the Wellcom work with targeted PP pupils.

PSED is also lower for PP pupils. Often our pupils come in emotionally not ready to learn and with very poor speech and language. This cohort missed out on early Nursery provision. Lots of practical and vocabulary rich work was made priority with this cohort. We have also noted that other children have more 'stable' results. This is an important point to note for monitoring going forward. We need to identify the reasons why data has differing results, plotting this cohort going forward and comparing the next intake.

We have used PP funding to buy into the 'Mini Minds matter' programme going forward to address the poor self-regulation observed in our youngest children. This work will begin in Nursery and Reception class in 2024.

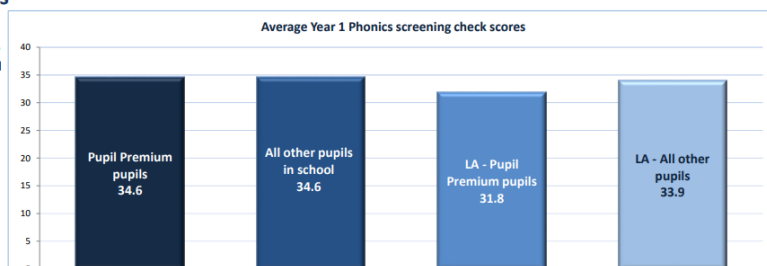
Year 1 phonics

	School				Local Authority			
	10	18			496		1619	
number of eligible pupils in cohort:								
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %		LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
% Working at the required standard (Wa)	90.0%	83.3%	6.7%		74.6%	15.4%	81.3%	8.7%

Average Year 1 Phonics screening check scores

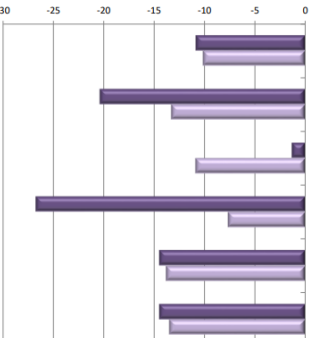
Compares the average scores on the phonics screening check of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium with the average score of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Pupil Premium pupils	34.6
All other pupils in school	34.6
LA - Pupil Premium pupils	31.8
LA - All other pupils	33.9



We are delighted with these results and believe it to be the positive impact of the Little Wandle Scheme being taught consistently well throughout EYFS and KS1.

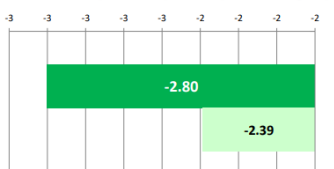
End of KS1

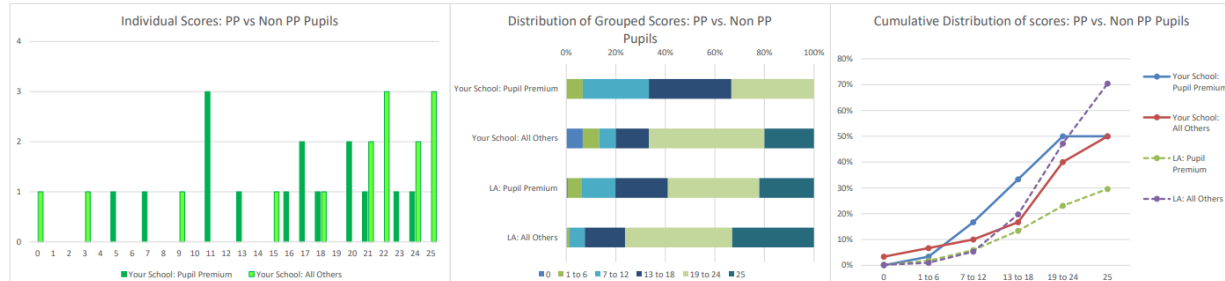
	School				Local Authority			
	13	17			559		1605	
# of eligible pupils in cohort:								
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %		LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
% achieving:								
Reading >= EXS	53.8	64.7	-10.9	Reading	59.0	-5.2	69.2	-15.3
Writing >= EXS	38.5	58.8	-20.4	Writing	46.9	-8.4	60.1	-21.7
Maths >= EXS	69.2	70.6	-1.4	Maths	61.5	7.7	72.4	-3.2
Science >= EXS	61.5	88.2	-26.7	Science	69.2	-7.7	76.9	-15.3
RWM >= EXS	38.5	52.9	-14.5	RWM	43.1	-4.7	56.9	-18.4
RWMS >= EXS	38.5	52.9	-14.5	RWMS	43.1	-4.7	56.6	-18.1

Just like the EYFS, there is no significant difference in maths attainment between groups. There is a slight dip for PP pupils in Reading The biggest gap is in writing, with a difference of 20.4 %. However, this is an improvement on last year where the gap was 27%.

We have used funding for staff training in writing this year through Literacy focus for KS1 teachers and CPP for support staff.

MTC check

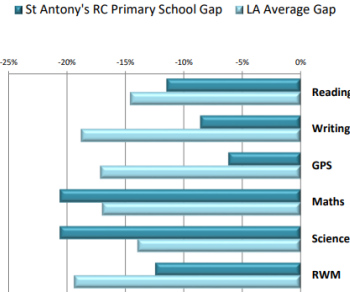
# of eligible pupils in cohort:	School			PP/All Others		Local Authority			
	15	15				673		1560	
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap (Marks)	<div style="display: flex; justify-content: space-around; font-size: 0.8em;"> ■ St Antony's RC Primary School Gap ■ LA Average Gap </div> 		LA - Pupil Premium pupils	PP School / PP LA Gap (Marks)	LA - All other pupils	PP School / All Others LA Gap (Marks)
Average MTC Score	15.6	18.4	-2.8			18.7	-3.1	21.1	-5.5



NOTE: There is no expected standard threshold for the MTC

Unfortunately, an administrative error caused a dip in results this year as pupils were off put by a change in technology for the actual test. We have repeated the test unofficially in school in November 2023 and the class average was 20. We want to improve scores in this area and have taken steps to address it. Weekly tests, displays in class and friendly competitions have also help boost motivation across KS2 to learn the times tables facts.

End KS2 results

	Pupil Premium pupils		All other pupils in school		PP / All Others Gap %	<div style="display: flex; justify-content: space-around; font-size: 0.8em;"> ■ St Antony's RC Primary School Gap ■ LA Average Gap </div>		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+	11	72.7%	19	84.2%	-0.1		Reading	60.4%	12.4%	75.0%	-2.2%
Writing TA EXS	11	54.5%	19	63.2%	-0.1		Writing	57.6%	-3.0%	76.4%	-21.8%
GPS Exp+	11	72.7%	19	78.9%	-0.1		GPS	62.2%	10.5%	79.4%	-6.7%
Maths Exp+	11	63.6%	19	84.2%	-0.2		Maths	61.4%	2.2%	78.4%	-14.8%
Science TA EXS	11	63.6%	19	84.2%	-0.2		Science	69.1%	-5.5%	83.1%	-19.5%
RWM Exp+	11	45.5%	19	57.9%	-0.1		RWM	45.9%	-0.4%	65.3%	-19.8%

By the end of KS2 our PP pupils do as well and better than PP pupils in the Local Authority. Our PP pupils are behind our other pupils in Maths and Science. We are working with the maths Hub to improve Mastery in Maths and we hope to see the impact this year. Our Science lead has introduced assessments which hope to diagnose where the gaps are and help us to plug them.

Our very good results in reading can be attributed to our new programmes in Steps to Read and Accelerated Reader. High quality evidence based pedagogy is now embedded

in the teaching of reading. We will continue to invest in this area to ensure good standards are maintained. Our success in Grammar can be attributed to tutoring and booster groups- our PP children have done better than LA PP pupils.

We continue our good work towards improving attendance and an audit in 2023 outlines some exemplary practice which has contributed to improvements.

Intended outcome	Success criteria	Evaluation/ are we on target?
Teaching		
Staff are well trained and understand their specific role	Staff carry out their role effectively. Pupils make excellent progress.	Staff are continuously being trained, we want to improve progress further particularly in writing and Maths GDS.
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.	Met- this is continuing
Targeted Academic support		
Assessment- diagnostic assessment strategies will inform planning and teaching	All pupils make good progress, Misconceptions are identified quickly and addressed.	New PIRA and PUMA tests in place. New feedback policy and cold call WTD reinforces practice.
Tutoring and intervention for specific groups of pupils	Pupils know and remember more.	Data led or formatively assessed fluid groups.
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.	Good ACE informed practice embedded. ELSA and Nuture now offered within EYFS. New mini minds matters programme from 2024.
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	Parental survey and audits evidence good practice. Full time pastoral support for families continues.

	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.	Wide range of clubs, art, music, sport and creative.	

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.

Programme	Provider
The Chameleon Project	Global policing

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our whole ethos at St Antony's is to ensure equity for all our children so they can access opportunities equally. We have many families who live on low incomes, earning little more than on benefits who then miss time with their children because they work long hours or different shifts. We endeavour to ensure all our families have pastoral support. We have regular parent groups, parenting courses and training, we offer financial support through our food bags and Cheryl's Wish charity in school, we work closely with community support groups to ensure we signpost every opportunity when we are able.