

Pupil premium strategy statement

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 Anthony's Catholic Primary School
Number of pupils in school	708
Proportion (%) of pupil premium eligible pupils	27.5% (195 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	GB
Pupil premium lead	Mr Glynn
Governor / Trustee lead	Mrs Kwiatkowska

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,055.00
Recovery premium funding allocation this academic year	£31,030.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,126.00
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- we don't	£346,211.00

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

To meet this intent we put in actions around these four key questions -

- A. Who are our PP children and are they in school?
- B. Are they ready to learn?
- C. Are they learning and making progress?
- D. Are their lives enriched?

During the lockdown periods, many disadvantaged & vulnerable pupils struggled with remote learning, often despite the best efforts of their parents. As a result, the attainment gap between this group and their counterparts widened.

During the last two years, disadvantaged pupils have also had limited opportunities to engage in a wider range of learning. For example, in enrichment activities such as music, sport and a range of trips and visits.

Some vulnerable pupils have also struggled to re-engage in school life and it is vital that these pupils are supported in developing their social, emotional and mental health (SEMH) needs so that they can access a full curriculum in the future.

A range of interventions will be used to target specific disadvantaged pupils. Each intervention that will take place is described in this plan.

Challenges

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

Challenge	Detail of challenge
1	Attendance, particularly Persistence Absence (A&B)
2	EYFS Speech and Language (B&C)
3	<i>Early reading and Phonics</i> (C)
4	Mental Health and Wellbeing (A, B, C & D)
5	Outcomes and progress in KS2 (C)
6	Outcomes as demonstrated by the end of Y6 outcomes – Are our children Secondary Ready especially in Writing and Maths. (C)
7	Cultural Capital Projects (D)

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
Attendance and PA attendance to improve to close to the Non-PP children. Current Attendance for PP 96.06% PA for PP 25.12% (48 pupils)	Target: Attendance for PP pupils to remain above 96% and Persistent Absence figures to be reduced to an aspirational target of 5% (under 10 children).
Speech and Language acquisition difficulties to be reduced to impact on GLD 2020/21 - 30% of PP achieved GLD and 57% of Non-PP – 27% Gap 2021/22 – 61% of PP achieved GLD (above average of comparable schools in the area) and 63% of Non-PP (2% gap) Reception baseline assessments Sept 22 – 48% on track in Speaking	Target: Maintain alignment between PP and Non-PP GLD achievement
Early Reading/Phonics 2021/22 Y1 PSC – 82% PP 65%, Non-PP 89% (gap of 24% - 3 children)	Target: Gap between to be reduced to between 5-10% with an aspirational figure of below 5%
Mental Health and Wellbeing Wellbeing of PP pupils to be measurably improved because of interventions.	Target: Student Wellbeing, Social and Emotional and Behaviours Assessments (including Skills Identification Assessment) and Pupil Voice to show an increase in progress for PP from the starting points.

Outcomes and progress within KS2	<i>Target: For PP ARE outcomes in RWM to be broadly in line (+/- 5%) with non-PP and broadly in line with 80+% across the cohort over the next three years.</i>
Outcomes at end of KS2 2021/22 KS2 Data RWM Combined – 58% RWM PP – 39% RWM Non-PP – 73% (gap of 34%)	<i>Target: For PP ARE outcomes in RWM to be broadly in line (+/- 5%) with non-PP and broadly in line with 80+% across the cohort over the next three years.</i>
Cultural Capital Projects	<i>Target: For all PP Children to access a range of Cultural Capital Projects – Forest School, CAFT, Trips & visits, Alternative Curriculum</i>

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: £164,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Recruitment & Retention (R&R):	<p>This year we have employed a more experienced profile of staff, including 3 additional, part-time teachers, to complement and support the younger age profile of teachers. In addition, we have continued with the TLR positions for Head of Years, as well as a number of whole-school projects, in order to devolve monitoring for more instant and relevant feedback for staff. This in turn is a tool for R&R.</p> <p>EEF Guide to the pupil premium Report; “Key Principle Quality teaching helps every child.”</p>	5(C) 6(C) 3(C)	3 part-time, experienced teachers @ £16k = £48,000 8 X HOY TLRs = £24,000
Reviewed and embedded TA4 Structure	<p>Embed the TA4 structure across the school in each year group to ensure that school can sustainably remain open if absences due to COVID become an issue and for a consistency of teaching.</p> <ul style="list-style-type: none"> • First port of call for class cover, • Add flexibility for teacher CPD, • Small group teaching, • Guiding and supporting other TAs in the year group, • Lead at playtimes. <p>EEF Guide to the pupil premium Report: “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</p>	3(C)5(C) 6(C)	4x TA4 @ £23,000 = £92,000
Employment of Extra Teacher Time for Teaching and Monitoring	<p>Employed 3x experienced, part-time teachers to ensure capacity for support with teacher CPD, Leadership Time and timetabled interventions for target children.</p> <p>Continue to embed the programme of CPD for staff, including in-house coaching and the RWI coaching programme to support the teaching of Phonics and Early Reading.</p> <p>Devise a timetable for Leadership time to allow staff with TLRs for subjects and specific projects time to monitor and improve their specific area of focus.</p>	3(C)5(C) 6(C)	See above for TLR costs

	<p>CPD to include specialist support teacher SLA.</p> <p>EEF Report "Effective Professional Development" 2021, says that "School leaders should focus on the key mechanisms of effective professional development."</p> <p>EEF Guide to the pupil premium Report: "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school"</p>		
Total			£164,000
Left			£182,000(Approx)

Targeted academic support (e.g. tutoring, one-to-one support structured interventions) Budgeted cost: £88,200

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Continued capacity for interventions with TA3 Staffing Structure.	<p>Reviewed and refined staffing structure so that each year group still has at least one TA3 to deliver specific interventions with a focus on:</p> <ul style="list-style-type: none"> Individual programmes, devised by specialist SEND consultant (SP) Specific reading/spelling/maths programmes (e.g. IDL, Nessie) Small group Phonics and Early Reading interventions. <p>EEF Impact Phonics = +5 Months Reading Strategies = +6 months Teaching Assistant Intervention = +4 months</p>	5(C) 6(C) 3(C)	£62,000 (3x TA3)
Speech and Language	<p>Specialist teaching with Speech and Language interventions in place specifically looking at EYFS and Lower School. This supports the additional TAs in school and the provision for evidence base for EHCP (now delivered through the Trust S&L Therapist).</p> <p>EEF Impact Oral Language Interventions = +6 Months</p>	2(B&C)	Contribute to Trust S&L Therapist - £6200 (approx. 1 day per week)
Additional Small Group/ Individual Tutoring	<p>Utilised specialist tutors from Zen Educate, through the National Tutoring Programme, to deliver small group interventions focusing on Phonics and Reading from years 1-6.</p> <p>EEF Impact Small Group Tuition = +4 months</p>	3(C)5(C) 6(C)	School funded 40% (£20,000) + 60% additional Funding - £31,752

	Teaching Assistant Intervention = +4 months		£162 per PP child for tutoring
Section Sub Total			£88,200
Running Total			£244,200
Left			£102,000 (approx.)

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
EWO and TA 4 with specific responsibility for the school's Oasis Provision	<p>Oasis Provision continues to involve:</p> <ul style="list-style-type: none"> Attendance Monitoring and Support Attendance Meetings Welcomer on gates Alternative Provision Wider Safeguarding support Monitoring reports shared with SLT & GB System of interventions and rewards delivered half termly <p>Good attendance and punctuality are key factors in improving performance in school. This enables parents to feel fully supported and also challenged to ensure that their children attend school on time each day.</p> <p>EEF Impact Parental engagement +4 months Behaviour Intervention = + 4 months Social and emotional Learning = +4 months</p>	4(A, B, C & D) 7(D)	£65,000
Nurture Group staff Additional TA4	<p>Deployed to improve specific pupils' personal, social & emotional (PSE) development. Support will be delivered to pupils across the week on specific afternoons.</p> <p>These pupils experience significant barriers to their learning.</p> <p>Staff will support pupils to revisit early nurturing experiences in order to help them become fully integrated in their mainstream classroom setting.</p> <p>EEF Impact Social and emotional Learning = +4 months Behaviour Intervention = + 4 months</p>	4(A, B, C & D) 7(D)	£25,000

A range of curriculum enrichment activities to be re-introduced.	<p>Widen pupils' opportunities.</p> <p>This will include trips and visits including the Y6 residential, Retreats for all year groups, CAFT and Forest School.</p> <p>Children need to have opportunities to participate in a wide range of activities which improve their cultural capital.</p> <p>EEF Impact Social and emotional Learning = +4 months Physical Activity = +1 month</p>	4 (A, B, C & D) 7(D)	£12,000 FS + £9K activities = £21,000
Sub Total			£111,000
Running Total So Far			£355,000
Left			Approx. £9000 overspend

Total budgeted cost: £355,000

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcome
Recruitment & Retention (R&R):	In the last year we have employed a more experienced profile of staff to complement and support the younger age profile of teachers. In addition we have created TLR positions for Head of Years in order to devolve monitoring for more instant feed and relevant feedback for staff. This in turn is a tool for R&R. EEF Guide to the pupil premium Report; "Key Principle Quality teaching helps every child."	5(C) 6(C) 3(C)	The staff survey of Summer 2022 shows that staff are very happy in school. People leaving school have moved on for career progression. This is evidenced of the continuity of teaching in school.
Reviewed TA4 Structure	Employed TA4's in each year group (3 additional TA4s) to ensure that school can sustainably remain open if absences due to COVID and for a consistency of teaching. <ul style="list-style-type: none"> • First port of call on class cover, • Add flexibility for teacher CPD, • Small group teaching, • Guiding and supporting other TAs in the year group • Lead at playtimes. EEF Guide to the pupil premium Report; "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending."	3(C)5(C) 6(C)	The staffing structure is now embedded, which has led to less supply cover, ensuring a greater continuity of care for the children. In addition, because of the continuity we can see that there are less behavioural problems in the playground, meaning that there is less conflict and disruption to teaching.
Employment of Extra Teacher Time	Teachers to ensure capacity for support with teacher CPD in Autumn Term and timetabled interventions in Spring. School has a programme of CPD for staff in house coaching and have a coaching programme to support the Phonic teaching. CPD to include specialist support teacher SLA. EEF Report "Effective Professional Development' 2021, says that "School leaders should focus on the key mechanisms of effective professional development." EEF Guide to the pupil premium Report; "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school"	3(C)5(C) 6(C)	Due to ongoing needs in school, this area was realigned for an EAL specialist to come into school because we had to adapt our needs. During 2020/21 we acquired 23 new pupils from varying backgrounds with high levels of language need. Our number of pupils with EAL increased dramatically and we are now at 48% EAL.

Targeted academic support (e.g., tutoring, one-to-one support structured interventions) Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcomes
Capacity for interventions with TA3 recruitment.	<p>Recruited so that each year group has at least one TA3 to deliver specific interventions with a focus on:</p> <ul style="list-style-type: none"> Individual programmes, Specific reading programmes (e.g. IDL) Phonics small group and interventions. <p>EEF Impact Phonics = +5 Months Reading Strategies = +6 months Teaching Assistant Intervention = +4 months</p>	5(C) 6(C) 3(C)	<p>Ensured we were able to support Covid catch-up through the use of specific interventions such as IDL and RWI Phonics.</p> <p>Year 1 Phonics Check All - 82% PP – 65% Non-PP – 89%</p>
Speech and Language	<p>Specialist teaching of children with Speech and Language interventions in place specifically looking at EYFS and Lower School. This supports the additional TAs in school and the provision for evidence base for EHCP.</p> <p>EEF Impact Oral Language Interventions = +6 Months</p>	2(B&C)	<p>Ensured any pupils with early speech and language difficulties were identified and supported promptly. Also allowed CPD for TAs to support these pupils in school.</p> <p>Year 1 Phonics Check – 81% EYFS Speaking on track – 91%</p>
Additional Small Group/ Individual Tutoring	<p>Staff to teach additional lessons to small groups as per School Led Tutoring Programme. Planned for Spring Term.</p> <p>EEF Impact Small Group Tuition = +4 months Teaching Assistant Intervention = +4 months</p>	3(C) 5(C) 6(C)	<p>Cost/value analysis of School Led Tutoring – opted for NTP through Zen Educate instead.</p> <p>4 tutors worked with years 1-6 to deliver small group interventions in Reading and Phonics.</p> <p>Year 1 Phonics Check - 81% KS1 SATS Reading – 60% KS2 SATS Reading – 78%</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcomes
EWO and TA 4 with specific responsibility for the school's Oasis Provision	<p>Oasis Provision involves:</p> <ul style="list-style-type: none"> • Attendance Monitoring and Support • Attendance Meetings • Welcomer on gates • Alternative Provision • Wider Safeguarding support • Monitoring reports shared with SLT & GB • System of interventions and rewards delivered half termly <p>Good attendance and punctuality are key factors in improving performance in school.</p> <p>This enables parents to feel fully supported and also challenged to ensure that their children attend school on time each day.</p> <p>EEF Impact: Parental engagement +4 months Behaviour Intervention = + 4 months Social and emotional Learning = +4 months</p>	4(A, B, C & D) 7(D)	<p>We recognise that attendance of the PP children was problematic (as it was all children); however, our belief in the system and the parent support will have a long term positive impact on the pupils.</p> <p>We have case studies which show intervention from the Oasis Team has led to improvement.</p> <p>Case Study</p> <p>Child A was having attendance issues during the 21/22 school year. This had been ongoing for a long period of time. School offered support in many ways and external services were involved. School, mum and external services are all now working together and things are improving.</p> <p>Attendance figure for previous school year (21/22) – 69% (221 attendances out of a possible 320)</p> <p>Current attendance figures for AU1 22 – 81% (47 attendances out of a possible 58)</p> <p>The improvement with regards to attendance has shown a great impact on Child A's learning and social skills.</p>
Nurture Group staff Additional TA4	<p>Deployed to improve specific pupils' personal social & emotional (PSE) development. Support <i>will be delivered to pupils across the week with specific afternoons</i></p> <p>These pupils experience significant barriers to their learning.</p> <p>Staff will support pupils to revisit early nurturing experiences in order to help them become fully integrated in their mainstream classroom setting.</p> <p>EEF Impact: Social and emotional Learning = +4 months Behaviour Intervention = + 4 months</p>	4(A, B, C & D) 7(D)	<p>The alternative curriculum showed that:</p> <p>The alternative Curriculum sessions have been a success and since starting these sessions an improvement in the pupil's social interactions has been of greatness, our pre and post assessments show this.</p> <p>For example: Out of 18 year 2 pupils the assessments show that 17 out of the 18 made an improvement in</p>

			their overall wellbeing score using the Skills identification assessments. Out of 18 year 1 pupils the assessments show that 17 out of the 18 made an improvement in their overall wellbeing score using the Skills identification assessments.
A range of curriculum enrichment activities to be re-introduced.	<p>Widen pupils' opportunities <i>This will include trips/ visits including a Y6 residential, CAFT and Forest School</i></p> <p>Children need to have opportunities to participate in a wide range of activities which improve their cultural capital</p> <p>EEF Impact: Social and emotional Learning = +4 months Physical Activity = +1 month</p>	4 (A, B, C & D) 7(D)	<p>All children in Key Stage and 2 accessed Forest School.</p> <p>All children across school have accessed gardening. No child was disadvantaged by finance regarding the Y6 residential trip and PP children were subsidised. 48 children attended Fun Days, 30 children attended Christmas Party Day, and 8 Year 6 children attended a one night residential at CAFT.</p>

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
Tutoring	Zen Educate