



St. Anthony's Catholic Primary School & Nursery

Diocese of Northampton

St Peter Catholic Academy Trust

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Learning Growing and Living with Jesus

PUPIL PREMIUM REPORT 2016-2017

Context

At the end of the academic year a total of 72 pupils were eligible for Pupil Premium funding, claiming, or having claimed free school meals within the previous six years. There were 599 pupils on roll. These pupils would be considered disadvantaged and at risk of underachievement. They represent 12% of all the pupils at St Anthony's Catholic Primary School and Nursery. Of these pupils, 12 became eligible for Early Years Pupil Premium funding during the course of the year, this has separate financial accountability. Nationally, 26.5% (DfE 2014-15) of pupils were considered disadvantaged and in receipt of funding. A significant number of our disadvantaged pupils also have special educational needs. Our judgement is that there are potentially more pupils in our school entitled for this additional funding and that future actions should include a drive to promote application. We received £88703.00 funding in 2016-2017 (see expenditure report).

Analysis of pupil numbers

Year Group	Disadvantaged pupils	Disadvantaged pupils with SEND	Non-disadvantaged pupils	Non-disadvantaged pupils with SEND
Nursery	5			
Reception	11			
One	7			
Two	11	5		5
Three	7	2		4
Four	10	4		15
Five	12	3		5
Six	9	3		9
TOTAL	72	17	527	38



St Anthony's Catholic Primary School & Nursery is part of the St Peter Catholic Academy Trust which is a charitable company limited by guarantee registered in England and Wales (registered number 10435919);

Registered office: St Joseph's Catholic High School, Shaggy Calf Lane, Slough, Berkshire, SL2 5HW

Analysis of Early Years Foundation Stage pupil attainment*

Year Group	Disadvantaged pupils working as expected or above at the end of the previous year's curriculum	Non-disadvantaged pupils working as expected or above at the end of the previous year's curriculum	GAP	Disadvantaged pupils working as expected or above at the end of this year's curriculum	Non-disadvantaged pupils working as expected or above at the end of this year's curriculum	GAP
Nursery						
Reception				64% GLD	55% GLD	-9%

*This data is for guidance only as there is fluctuation during the year due to pupil movement and take-up of funding

Analysis of pupil attainment – Reading

Year Group	Disadvantaged pupils working as expected or above at the end of the previous year's curriculum	Non-disadvantaged pupils working as expected or above at the end of the previous year's curriculum	GAP	Disadvantaged pupils working as expected or above at the end of this year's curriculum	Non-disadvantaged pupils working as expected or above at the end of this year's curriculum	GAP
One	50% GLD	49%	-1%	86%	83%	-3%
Two	60%	36%	-24%	82%	86%	4%
Three	60%	70%	10%	63%	82%	19%
Four	58%	70%	12%	73%	83%	10%
Five	60%	64%	4%	75%	83%	8%
Six	50%	76%	26%	56%	73%	17%

Analysis of pupil attainment – Writing

Year Group	Disadvantaged pupils working as expected or above at the end of the previous year's curriculum	Non-disadvantaged pupils working as expected or above at the end of the previous year's curriculum	GAP	Disadvantaged pupils working as expected or above at the end of this year's curriculum	Non-disadvantaged pupils working as expected or above at the end of this year's curriculum	GAP
One	50%	49%	-1%	57%	73%	16%
Two	40%	49%	9%	55%	79%	24%
Three	60%	79%	19%	63%	77%	14%
Four	58%	64%	6%	73%	80%	7%
Five	30%	56%	26%	67%	72%	5%
Six	63%	69%	6%	89%	86%	-3%



Analysis of pupil attainment – Mathematics

Year Group	Disadvantaged pupils working as expected or above at the end of the previous year's curriculum	Non-disadvantaged pupils working as expected or above at the end of the previous year's curriculum	GAP	Disadvantaged pupils working as expected or above at the end of this year's curriculum	Non-disadvantaged pupils working as expected or above at the end of this year's curriculum	GAP
One	50%	49%	-1%	71%	77%	6%
Two	20%	37%	17%	64%	89%	25%
Three	60%	77%	17%	63%	84%	21%
Four	75%	76%	1%	73%	79%	6%
Five	40%	64%	24%	58%	83%	25%
Six	50%	60%	10%	89%	92%	3%

Actions taken in 2016-2017

Specific year group actions to address gaps in attainment between disadvantaged pupils and their non-disadvantaged peers were included in the Assistant Head Teacher and Head Teacher reports presented to the Academy Committee in July 2017.

As part of our drive to narrow the gap in attainment between disadvantaged pupils and their non-disadvantaged peers *we focus on barriers to learning faced by individual pupils*. We do this by:

- Analysing skills gaps and setting up appropriate interventions to address these
- A consistent approach to pupil progress data analysis, regularly reviewing the impact of interventions and adjusting accordingly
- Recognising pupil strengths and setting up appropriate challenge in class and through home/school liaison by working in partnership with parents and carers
- Ensuring pupils with SEND have Personal Learning Journals shared with parents/carers
- Personal Learning Journals are regularly used and monitored for impact, including celebration of achievement shared with senior leaders and in assembly
- Mentoring disadvantaged pupils facing emotional and behavioural difficulties
- Pupils in receipt of EYPP funding have home/school learning packs that celebrate and develop their personal interests
- No pupil misses out on extra curricula activities, we fund costs if appropriate
- We support families by funding uniform and equipment costs where necessary
- Breakfast and food packs are supplied to the most vulnerable

Actions to be taken in 2017-2018

- Raise parent/carer awareness of Pupil Premium Funding and their possible entitlement
- Progress of disadvantaged pupils to be monitored by the Inclusion Team, with CD leading EYPP and Key Stage 1; SH leading Key Stage 2
- Impact of identified interventions in 2016-2017 to be reviewed by the Inclusion Team and curriculum content adjusted if appropriate
- Able pupils in receipt of funding to be challenged to reach attainment above the expected level for their age group



- Increased opportunities for parent partnership (CD)
- A specific focus will be on those year groups where the gap between disadvantaged and non-disadvantaged pupils has widened or not significantly narrowed, including focused lesson observations by the Inclusion Team
- Progress of disadvantaged pupils to be matched to school improvement priorities, in particular the raising of attainment in reading at the end of Key Stage 2
- National picture to be constantly monitored, in particular the measure of data comparison – at the time of writing, it appears in-school disadvantaged data should be compared to national non-disadvantaged
- Innovative best practice to be identified nationally and locally by the Inclusion Team, applied as appropriate in our own setting and monitored for impact
- Inclusion Team to meeting regularly (at least half termly) with the Interim Head Teacher to report on pupil progress of disadvantaged pupils and all pupils with SEND



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