

# Pupil premium strategy statement 2024 - 2025

## St. Anthony's Catholic Primary School and Nursery

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

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

Detail	Data
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	14%

Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 Years
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024 May 2025
Statement authorised by	Local Academy Committee
Pupil premium lead	Siobhan Oppe
Governor / Trustee lead	Jennifer Ossei-Brainoo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	114,945
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <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>	114,945

## Part A: Pupil premium strategy plan 2024-2025

### Statement of intent

Our intention is that all children within St. Anthony's achieve their full potential and have access to excellent standards of teaching in the classroom, every day.

When a child is categorised as Pupil Premium, the child should have every opportunity to reach this expectation

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge
1	Attendance for some of our children categorised as PP is significantly below national expectations
2	In some families, parents are not able to support their children with learning at home.
3	The mental health and wellbeing of some of our children categorised as PP is a concern.
4	The academic achievement of some of our vulnerable children is not in line with national expectation and in line with progress expectations. This is partly due to the lack of Cultural Capital. Children do not always have access to the resources, support and opportunities that others do.
5	The financial situation of some of our children categorised as PP is a concern, where parents sometimes struggle to fund trips and purchase basic supplies for school – uniform, stationery and food.
6	Not all disadvantaged children are achieving in line with their peers, or in line with their potential.

## 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 has improved and is more in line with national expectations (96%)	Children will be able to access learning more successfully and make progress because their attendance has improved. Outcomes will improve for every child.
More support and workshops have been provided for parents to support them with their personal situations, and to support them to support their children at home.	Families and children, in particular, feel supported. Children will achieve better because they are able to access learning and support at home. Families understand how to support their children at home.
Children receive mentoring and interventions to support their mental health and wellbeing, including reward trips and socialisation.	Children are happy, well-adjusted and are able to be active citizens, supporting each other and developing confidence and skills.
Children categorised as vulnerable will have access to more opportunities, to enhance their oracy skills and their academic achievements.	Data shows that children are achieving more in line with their peers, who are not categorised as PP.
Children have the resources they need to fit in with their peers, access a variety of experiences, and be free to learn.	Financial barriers no longer exist for children to achieve.
Disadvantaged children have access to high quality education and are able to gain support with their learning, through quality-first teaching and targeted support and intervention	Children achieve in line with their potential and at least as well as their peers.

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support of Ruth Green within our school to help drive school improvement and improve teaching and learning in classrooms</i></p> <p>£20,000</p>	<p>Good quality teaching and learning is the biggest barrier to all children achieving their best, including disadvantaged children.</p> <p>Ruth Green is a highly skilled practitioner and is giving hands-on, practical support and coaching to teachers and leaders, to ensure that there is quality-first teaching and adaptive teaching in the classroom.</p> <p>The EEF recognise that quality teaching helps every child:</p> <p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a></p>	<p>4 6</p>
<p><i>Excellent CPD offered</i></p> <p>£5,000</p>	<p>CPD will target subject-knowledge and practice of teachers, to ensure that children are experiencing the best teaching in the classroom and the most appropriate targeted support, to improve their learning outcomes.</p> <p>Teachers will have the opportunity to access training from external providers at points throughout the year.</p> <p>Feedback from staff has suggested that RE CPD is needed, so a new CPD subscription has been purchased to ensure that staff feel confident to deliver the higher expectations associated with the new RE Framework. This will benefit all learners, especially those who are classed as Pupil Premium and are finding learning more challenging.</p> <p>EEF recognise that purposeful intervention to support quality teaching helps every child:</p> <p><i>The best available evidence indicates that great teaching is the most important lever schools have</i></p>	<p>4 6</p>

	<p><i>to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i></p> <p><a href="https://educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><i>Training of Teaching Assistants – CPD programme</i> £3,000</p>	<p>A training programme will be put in place and a mentor assigned to support TAs within school, to ensure that their intervention and support is good quality and expectations are high.</p> <p>A member of staff will be appointed to oversee this training and development, to model to them and to meet with them. Mentors for TAs will be assigned.</p>	<p>4 6</p>
<p><i>Purchasing of Giglet</i> £1,000</p>	<p>This is a resource designed for children who are finding reading challenging. The resource can be accessed from home and is designed to support parents so that they can work with their children at home.</p>	<p>2 4 6</p>
<p><i>Purchasing of Doodle Learning</i> £1,000</p>		

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted intervention for children who are not achieving in line with their peers</i> <i>Delivered by teachers</i> £25,000</p>	<p>Children have access to targeted intervention where children are not achieving in line with their peers academically. This is delivered by teachers and specialists throughout the week, in the form of rapid catch up and specific intervention matched to the individual needs of the children. English and Maths are the focus, in particular reading and phonics.</p> <p>Children have additional support within class and each child has a mentor. Many children access additional mentoring through our Learning Mentors and ELSA-trained members of staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a></p>	<p>4 6</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Appointment of our administrative Support for Pastoral and Attendance</i> £15,00</p>	<p>This newly appointed individual is able to support children and families where attendance has become a barrier to their learning and mental wellbeing. This individual is responsible for regular contact with parents, including home visits, first response meeting and sending attendance letters. This role also provides mental health support and wellbeing support to children, by providing mentoring.</p> <p>This role includes supporting with issuing Food Bank vouchers and working with families that are in financial difficulty.</p>	<p>1 2 3 4 6</p>
<p><i>Appointment of our Chaplain and Set up of our Peace Room</i> £10,000</p>	<p>Our Lay Chaplain is instrumental in supporting the wellbeing needs of our children and families. This is a new role within school but the support that is being offered to children is enabling them to focus more on their learning and ensuring that they feel safe, care for and supported.</p>	<p>3 4</p>
<p><i>Families to be offered workshops and stay and play sessions</i> £3,000 – staff time and resources</p>	<p>To support families by offering workshops to children and families that welcome support and working in partnership with us. This is specifically for children that are classed as Pupil Premium and those who have specific needs.</p>	<p>2 3 4</p>
<p><i>Paying and supporting the funding of trips and experiences within school – after school clubs, Wrap Around Club and Breakfast Club</i> £12,000</p>	<p>Children have access to experiences for learning to develop their Cultural Capital. Children also have access to attend after school clubs.</p> <p>At these before and after school clubs, children are read with and they receive homework support, as these are run by in-house, trained staff.</p> <p>Children will be offered instrumental lessons and LAMDA sessions, to boost confidence and oracy/musical skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	<p>4 5 6</p>

**Total budgeted cost: £ £95,000**

## Part B: Review of the previous academic year -

### Outcomes for disadvantaged pupils

The table sets out the previous year's intended outcomes, the projected success criteria and the actual outcomes:

2023/2024

Intended outcome	Projected Success criteria	Actual Outcomes
Attendance has improved and is more in line with national expectations (96%)	<p>Children will be able to access learning more successfully and make progress because their attendance has improved. Outcomes will improve for every child.</p> <p>Office manager to work with phase leaders to track attendance, and put appropriate support/plans in place with vulnerable pupils/families.</p>	<p>Through targeting attendance as a priority area, attendance for children across the school was at 94%. This was better than other local schools but below national average and our pre-Covid attendance figures.</p> <p>This remains a priority for this year, as we have some children who are also Pupil Premium who are persistently low attenders.</p> <p>Attendance tracking has proven that attendance is lower than pre-COVID. Telephone calls, meetings and warning letters have been issues. Regular home visits also take place.</p>
Disadvantaged children have access to high quality education and are able to gain support with their learning, through quality-first teaching and targeted support and intervention	<p>For all teachers to be teaching at the appropriate stage based on their experience, with the majority of pupils learning most or nearly all of the intended curriculum. Assessment data for disadvantaged pupils to be broadly in line with non-disadvantaged. Teachers to identify pupils in need of booster support/tuition and plan appropriate intervention.</p> <p>Quality first teaching and Ordinarily Available Provision is consistent across all classes in the school. Teachers identify</p>	<p>The profile of teaching within the school continues to improve. Assessment data is showing an improving trend in most areas and assessment is more accurate. The programme for improvement continues into 2024-2025 academic year.</p> <p>Assessment data for disadvantaged children is still lower than non-disadvantaged, however data outcomes are broadly in line when looking at</p>



	gaps in learning, and plan appropriate intervention.	<p>Disadvantaged, non-SEN children.</p> <p>SATs outcomes for Year 6 were very positive and show an improving trend for children.</p> <p>All tuition and booster groupings target disadvantaged children. These sessions are weekly and free to pupils.</p> <p>The majority of invited children do attend and we are continually encouraging parents to send their children to these additional groups.</p>
More support and workshops have been provided for parents to support them with their personal situations, and to support them to support their children at home.	Families and children, in particular, feel supported. Children will achieve better because they are able to access learning ad support at home. Families understand how to support their children at home.	There have been workshops and more outreach with certain families. We have a programme of support for parents that continues to be rolled out. More needs to be put in place to create a support network for families.
Children receive mentoring and interventions to support their mental health and wellbeing, including reward trips and socialisation.	Children are happy, well-adjusted and are able to be active citizens, supporting each other and developing confidence and skills.	<p>A significant number of trips have been fully or partially subsidised, particularly the Year 5/6 residential trip.</p> <p>Children have free access to clubs and attendance rates are high. Most clubs are fully booked and all children access them, disadvantaged and non-disadvantaged children alike.</p> <p>Children access drama and music lessons for free.</p> <p>Children receive Learning Mentor support and ELSA, as well as time with our Chaplain.</p>
Children categorised as vulnerable will have access to more opportunities, to	Data shows that children are achieving more in line with their peers, who are not categorised as PP.	Targeted intervention and support was funded so that children got additional support in English and

<p>enhance their oracy skills and their academic achievements.</p>	<p>Children achieve in line with their potential and at least as well as their peers.</p>	<p>Reading, in particular. This has a significant positive impact on disadvantaged children and those new to English.</p>
<p>Children have the resources they need to fit in with their peers, access a variety of experiences, and be free to learn.</p>	<p>Financial barriers no longer exist for children to achieve.</p>	<p>Families that need it receive financial support for trips and uniform, as well as peripatetic lessons and drama. We pride ourselves on supporting as many children as possible to access additional provision: after school clubs and wrap around care.</p> <p>Children either attend breakfast club, or they are given breakfast when they arrive, if needed. Lateness has been reduced for some families through attending breakfast club.</p>