

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	145
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31 st December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs L White
Pupil premium lead	Mrs L White
Governor / Trustee lead	Mr D Tullett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,555
Recovery premium funding allocation this academic year (including tutoring funding)	£24,759
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£84,314

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. It is our aim that every child no matter their starting point or situation will develop a love of learning and achieve their very best, making at least good progress in every phase of education.

Our current strategy focuses on literacy and numeracy skills as well as supporting those with low self-esteem and/or emotional barriers to learning. Rigorous Pupil Progress Reviews which focus on individuals are the starting point to identifying children requiring additional support or challenge. Targeted provision maps are established and progress towards targets are monitored by the school SENCO and/or subject leaders. Impact of provision is monitored termly and evaluated to ensure outcomes are positive for all. Attendance is monitored half-termly and strategies are in place to promote and encourage excellent attendance. We owe it to all of our children to ensure that they are given every opportunity to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Poor speaking and listening skills
2	Poor basic mathematical skills
3	SEN needs- speech & language
4	Limited vocabulary and comprehension skills
5	Low Attendance
6	Emotional needs

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
Children eligible for Pupil Premium will have achievement at least in line with national	Standards in line with national

KS1 standards will be at least in line with national for expected for children eligible for Pupil Premium	KS1 standards in line with national
Phonics Scores in Year 1 continue to be above national standards	Phonics standards above national
Progress will at least be in line with national standards at end of KS2	All children make at least average progress average progress

Teaching: Quality Teaching for All

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant in Year 5 and Reception Class	Early intervention to ensure children have basic literacy and numeracy skills	1, 2, 4
Continue to embed school Reading Programme across KS2 and develop in KS1	Additional adults allow more targeted group work in class	1,4
Whole school focus on the curriculum for writing CPD for teachers and Teaching Assistants	Children's confidence and independent learning with a real focus ensures that reading, writing and presenting skills are developed and refined	3,4
Whole school focus on maths calculation skills. CPD for Teachers and Teaching Assistants	KS1 standards in maths are only just in line with national and more focus is required.	2

Targeted academic support

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics catch up and intervention Year 1 supported by a new phonics scheme	Excellent track history of improvements in Phonics results	1, 3, 4
Phonics catch up and intervention Year 2	Excellent track history of improvements in Phonics results	1, 3, 4
1:1 targeted reading and phonics support	Excellent track history of improvements in Phonics results	1, 3
Writing/ talk boost Year 1	Small group intervention gives children an opportunity to talk for writing	1, 4

Writing/ talk boost Year 5	Small group intervention gives children an opportunity to talk for writing	1, 4
Maths intervention Year 5	Small group intervention to address gaps in learning	2
Literacy intervention Year 5	Targeted support to address individual needs	1, 4
Writing intervention Year 6	Small group intervention gives children an opportunity to talk for writing	1, 4
1:1 support literacy	Targeted support with individual needs addressed	1, 3
Booster maths Year 6	Small group intervention to address gaps in learning	2

Wider strategies

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor- focus on attendance	Many children eligible for PP also have poor attendance	1,5
Lunch time support	Nurture groups at lunchtime ensure children with emotional needs have support	4
Pastoral support: coaching/counselling	Children respond well to having someone to talk to out with the classroom	6

Total budgeted cost: £84,500

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 2021 to 2022 academic year.

Statutory testing of children resumed in 2022 following a two year break as a result of COVID 19

72% of children in EYFS achieved a good level of development as compared with **65%** of children nationally.

75.9% of children in Year 1 achieved the expected standard in phonics which was in line with national at **75.5%**. This, however is a decrease from 2018/19. The school has recently obtained a new scheme and resources for the teaching of phonics. Catch up groups are in place for children requiring further support.

Year 2: The school average for reading, writing and mathematics combined has increased by **22.6%** from **45.8%** in 2019 to **68.4%** in 2022. The national average decreased by **11.5%** from **64.9%** in 2019 to **53.4%** in 2022.

Standards in reading, writing and mathematics are above national in all three subjects at the expected level; standards in reading are broadly in line and are slightly below in writing and mathematics at greater depth.

Year 6: The school average for reading, writing and mathematics combined has decreased by **2.4%** from **81%** in 2019 to **78.6%** in 2022. (19.9% higher than the national average). The national average decreased by **6.2%** from **64.9%** in 2019 to **58.7%** in 2022.

Children in year 6 made significant, above average progress in reading and mathematics and slightly above average in writing.

100% of children achieved the expected standard in reading, **74%** nationally. **74%** of children achieved greater depth in reading, **27.8%** nationally.

96% of children achieved the expected standard in mathematics, **71%** nationally. **41%** of children achieved greater depth, **22.5%** nationally.

85% of children achieved the expected standard in writing, **69%** nationally. **26%** of children achieved greater depth, **12.8%** nationally.

Data across the school indicated that gaps in Year 4 were significant compared to other year groups, although there has been progress since Year 3. Targeted support is in place for children with SEND and also for children who have not made expected progress

Attendance has not recovered to before COVID levels, however was slightly above national at 95.4%. The new family support worker is tracking attendance weekly, communicating with parents and holding meetings as necessary. Referrals to outside agencies will be made if appropriate.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.