

# St Anthony's 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 PS
Number of pupils in school	713
Proportion (%) of pupil premium eligible pupils	34.24% (201 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
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	£270,345.00
Recovery premium funding allocation this academic year	£29,870.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£43,663.16
<b>Total budget for this academic year</b> 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	£343,878.16

## 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?

Over the last two years, disadvantaged pupils in our school have been adversely affected by the restrictions caused by the COVID-19 pandemic.

During the lockdown periods, many disadvantaged & vulnerable pupils struggled with their 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 <b>(A&amp;B)</b>
2	EYFS Speech and Language <b>(B&amp;C)</b>
3	<i>Early reading and Phonics</i> <b>(C)</b>
4	Mental Health and Wellbeing <b>(A, B, C &amp; D)</b>
5	Outcomes and progress in KS2 <b>(C)</b>
6	Outcomes as demonstrated by the end of Y6 outcomes – Are our children Secondary Ready especially in Writing and Maths. <b>(C)</b>
7	Cultural Capital Projects <b>(D)</b>

## 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
<b>Attendance and PA attendance to improve to close to the Non PP children.</b> Current Attendance for PP 2.2% PA 17.2% below Non PP	<b>Target: Both figures to be reduced by 50% with an aspirational target of PP PA to be below 5%</b>
<b>Speech and Language acquisition to be reduced to impact on GLD</b> Current 30% of PP achieved GLD and 57% of Non PP – 27% Gap	<b>Target: Gap between the two to be reduced to approximately 10 to 15%, with an aspirational target of between 5 to 10%</b>
<b>Early Reading Phonics</b> Current: Autumn 2020 PP – 50% Non PP- 68% (4 pupil difference – 1.3 per class)	<b>Target: Gap between to be reduced to between 5-10% with an aspirational figure of below 5%</b>
<b>Mental Health and Wellbeing</b> – Wellbeing of PP pupils to be measurably improved because of interventions.	<b>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.</b>
<b>Outcomes and progress within KS2</b> Current 2020 KS2 Data across school (Y3 to 5) well below ARE pre-Covid	<b>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.</b>
<b>Outcomes at end of KS2</b> Current 2020 KS2 Y6 Data approximately 5 to 9 children below Non PP	<b>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.</b>
<b>Cultural Capital Projects</b>	<b>Target: For all PP Children to access a range of Cultural Capital Projects – Forest School, Trips, Alternative Curriculum</b>

## 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: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Recruitment &amp; Retention (R&amp;R):</b>	<p>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&amp;R.</p> <p>EEF Guide to the pupil premium Report; <b>“Key Principle Quality teaching helps every child.”</b></p>	<b>5(C) 6(C) 3(C)</b>
<b>Reviewed TA4 Structure</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• First port of call on class cover,</li> <li>• Add flexibility for teacher CPD,</li> <li>• Small group teaching,</li> <li>• Guiding and supporting other TAs in the year group</li> <li>• Lead at playtimes.</li> </ul> <p>EEF Guide to the pupil premium Report: <b>“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.”</b></p>	<b>3(C)5(C) 6(C)</b>
<b>Employment of Extra Teacher Time</b>	<p>Teachers to ensure capacity for support with teacher CPD in Autumn Term and timetabled interventions in Spring.</p> <p>School has a programme of CPD for staff in house coaching and have a coaching programme to support the Phonic teaching.</p> <p>CPD to include specialist support teacher SLA.</p> <p>EEF Report “Effective Professional Development’ 2021, says that <b>“School leaders should focus on the key mechanisms of effective professional development.”</b></p> <p>EEF Guide to the pupil premium Report: <b>“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”</b></p>	<b>3(C)5(C) 6(C)</b>

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Capacity for interventions with TA3 recruitment.</b>	Recruited so that each year group has at least one TA3 to deliver specific interventions with a focus on: <ul style="list-style-type: none"> <li>• Individual programmes,</li> <li>• Specific reading programmes (e.g. IDL)</li> <li>• Phonics small group and interventions.</li> </ul> <b>EEF Impact</b> <b>Phonics = +5 Months</b> <b>Reading Strategies = +6 months</b> <b>Teaching Assistant Intervention = +4 months</b>	<b>5(C) 6(C)</b> <b>3(C)</b>
<b>Speech and Language</b>	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.  <b>EEF Impact</b> <b>Oral Language Interventions = +6 Months</b>	<b>2(B&amp;C)</b>
<b>Additional Small Group/ Individual Tutoring</b>	Staff to teach additional lessons to small groups as per School Led Tutoring Programme. Planned for Spring Term.  <b>EEF Impact</b> <b>Small Group Tuition = +4 months</b> <b>Teaching Assistant Intervention = +4 months</b>	<b>3(C)5(C)</b> <b>6(C)</b>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>EWO and TA 4 with specific responsibility for the school's Oasis Provision</i></b></p>	<p>Oasis Provision involves:</p> <ul style="list-style-type: none"> <li>• <i>Attendance Monitoring and Support</i></li> <li>• <i>Attendance Meetings</i></li> <li>• Welcomer on gates</li> <li>• Alternative Provision</li> <li>• Wider Safeguarding support</li> <li>• Monitoring reports shared with SLT &amp; GB</li> <li>• System of interventions and rewards delivered half termly</li> </ul> <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><b>EEF Impact</b>  <b>Parental engagement +4 months</b>  <b>Behaviour Intervention = + 4 months</b>  <b>Social and emotional Learning = +4 months</b></p>	<p><b>4(A, B, C &amp; D)</b> <b>7(D)</b></p>
<p><b>Nurture Group staff Additional TA4</b></p>	<p>Deployed to improve specific pupils' personal social &amp; 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. Staff will support pupils to revisit early nurturing experiences in order to help them become fully integrated in their mainstream classroom setting.</p> <p><b>EEF Impact</b>  <b>Social and emotional Learning = +4 months</b>  <b>Behaviour Intervention = + 4 months</b></p>	<p><b>4(A, B, C &amp; D)</b> <b>7(D)</b></p>
<p><b>A range of curriculum enrichment activities to be re-introduced.</b></p>	<p>Widen pupils' opportunities <i>This will include trips and 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><b>EEF Impact</b>  <b>Social and emotional Learning = +4 months</b>  <b>Physical Activity = +1 month</b></p>	<p><b>4 (A, B, C &amp; D)</b> <b>7(D)</b></p>

**Total budgeted cost: £ £343,000**

# 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.

Ref	Strategy	Objectives	Success Criteria	Impact at the end of the year	
1	A	A dedicated EWO who has a brief of ensuring children are identified, in school and safe.	To ensure that our PP children are identified, in school and ready to learn.	Attendance of our PP children to be in line or close to national other. If this not the case for the figure to improve year on year. To create stronger links with the Parenting and Nurture Team at school as part of the St Anthony's Oasis Provision.	During COVID the EWO was vital to ensure we were in contact with parents. Covid compounded the message to parents and this is an area of more focus moving forward
2	A, B, C, D	(i) A dedicated team whose purpose is to promote the engagement and wellbeing of all pupils – St Anthony's Oasis provision.	To ensure that St Anthony's has a coordinated provision for our PP children and disadvantaged children with reference to attendance, parentings, safeguarding and curriculum.	Established St Anthony's Oasis Provision which demonstrates: <ul style="list-style-type: none"> <li>Improved attendance</li> <li>All children to access and alternative curriculum</li> <li>Evidence of constructive communication with parents (especially hard to reach parents)</li> <li>Evidence of weekly strategic meetings with a focus on PP Children.</li> </ul>	St Anthony's Oasis Provision is now established with weekly attendance meetings and more strategic work with children, many of whom are the PP children. Covid has impacted on measures e.g. attendance; however we have individual case studies.
3	A&B	A dedicated Breakfast Club leader that ensures all children's needs are met.	To ensure all children have access to breakfast and are ready to learn.	High number of PP children getting their breakfast.	Due to Covid, no breakfast club; however we have supported with food parcels through the year to PP children. Individual case studies available on request for accounting purposes.
4	A&B	Parenting support as part of the St Anthony's Oasis provision.	To ensure parents in the local community have timely and effective support to develop their own social, emotional and mental health needs which will in turn ensure their children are supported in this area.	Strategic programme of support in place and evidence of engagement from PP Children.	See 1, 2 and 3
5	B	Two HLTA's to support as part of the St Anthony's Oasis provision. Particular focus to be on developing social, emotional and mental health support for pupils and their families.	To ensure every pupil and their family has access to: support such as: parenting programmes, toddler groups, social support at unstructured times and effective signposting to external agencies for additional support.	Teaching assistants effecting SEMH support as part of the daily routines in school, Disadvantaged pupils and their families continue to receive excellent care for their individual needs so that they can be in school and succeed daily.	See 1, 2 and 3
6	B&C	EYFS specialist to work with our nursery and reception team. Develop opportunities for PP children in the Early years.	To improve opportunities to boost skills with our nursery and reception children. Particular focus on writing.	All pupils receive specialist support to drive progress and boost skills.	Specialist EYFS specialist worked with staff, ensured that the children with GLD reached 50% with in year data showing that this was good progress from low Covid impacted starting points.
7	B&C	EYFS – Regular Speech and Language assessment	Identification of children for early Speech and Language Intervention via Speech Leap	Data that displays children with language deficit to have shown progress. Numbers of PP children who make early progress because of this intervention to be clear.	S&L regular in school instrumental in gaining EHCP for children and impacting on lower school language. Individual case studies regarding PP children on request to accounting bodies.
8	B&C	Specific SENCO support B and C	Identification and support with SEND pupils with reference to PP through specialist support and extra time for SENDCO	All PP children in need of SEND to be assessed by SP.	Following support 15 successful EHCP applications, most children from a PP background. Successfully placed children into specialist school's which was greatly helped by the support too.
9	C	Two teachers to release SLT work with school on the strategic improvement of Teaching and Learning and Catch Up	To ensure improved quality first teaching in all subjects with a specific reference to reading.	Improved outcomes, on the whole and specifically in reading, as a result of improved quality first teaching.	This was hampered by COVID and self-isolation of staff and the teachers were deployed to long term cover to ensure classes were taught. This was further needed because of the 'bubble protocols.'

10	C	Part-time teaching timetable of teacher to increase adult/pupil ratio and provide focused interventions for pupil premium children for 3 days for Year 6.	To improve progress and attainment of pupil premium children in Year 6.	All pupils receive higher adult pupil ratio to quality first teaching and pupil premium children receive focused support.	See 9
11	B&C	Increase the number of TAs within school to deliver targeted interventions within support bubbles for Covid catch up.	To develop small group interventions to ensure catch up.	Interventions in place across the school with evidence of catch up.	See 9
12	B&D	Lunch time support cover (Behaviour; out of school activities).	To provide extra- curricular activities at lunch for pupil premium pupils who cannot stay after 3.15pm.	Engagement in a wide variety of sporting activities. PP children will be active and engaged in the variety of lunchtime activities on offer.	Extra lunchtime support correct supervision at lunchtime due to the 'bubble protocols.'
13	C&D	Forest school development and training – 1 teacher and 1 TA	To encourage cooperation, team building skills and as life skills for the future.	Build confidence, co-operation skills, team building.	Forest School established and whole school timetable in place for 2021 22. Data available on request.
14	D	Contribution to two school Minibuses	To ensure no child is excluded from sporting competitions or external visits or events.	Increase in sport activities. Pupil premium and all children take part in competing in sports. Additional trips and visits. Reduced cost of taxi fare.	Minibuses in place. As no sport activities, they were used for Ghyll Head and delivery of support for families in Covid need etc.
15	D	Contribution to School trips and visits.	To ensure no child is excluded from sporting competitions or external visits or events.	All pupil premium children can access trips and visits and experience opportunities beyond the classroom.	Funds diverted to ensuring school stayed open with the 'bubble protocols.'
16	D	After School Club	To ensure no child is excluded from enhanced learning	Enhanced curriculum. Maintain love of learning.	See 15

## 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
None	