

St Antony's Catholic Primary School

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 in terms of how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	127% (128 of 470 as at 11/09/23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	July 2023
Date on which it will be reviewed	Oct. 2024
Statement authorised by	Angela Moore
Pupil Premium Lead	Jenella Baptiste/Lorraine CezairPhillip
Governor / Trustee lead	Toyin Gbomedo/ Raphaella Gabrasadig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,695.00
Recovery premium funding allocation this academic year	N/A this academic year
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£187,695.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

St Antony's has the highest aspirations for all its pupils and is therefore committed to creating exceptional learning and real life opportunities so that our pupils drawn from diverse backgrounds and abilities, make outstanding progress and achieve to their highest individual potential across all curriculum areas, on offer across the school.

The key Aim of our Pupil Premium Strategy is to support disadvantaged pupils to make exceptional progress irrespective of their individual challenges or abilities, aiding them with the achievement of our school's overarching aims, objectives and targets set for achievement and attainment for all pupils. Ensuring that targeted, relevant, bespoke provision of the highest quality is available to meet our PPG children's social, emotional and well-being needs; alongside fostering sound learning behaviour, which is crucial to their personal and academic development and links directly to our schools faith ethos –appropriate learning behavior is the driver for our pupil's ultimate academic success.

The strategy supports all pupils but particularly those within categories inclusive of those:

- **With an assigned social worker,**
- From families **with 'no recourse to government funds'**, facing financial existential crises daily.
- Falling under the **classification of Asylum Seekers or Refugees**
- **Faced with food poverty, degrading and deplorable social housing**

Central to our approach is making *first quality teaching* and bespoke, targeted interventions available to all. Full focus on core curriculum areas such as Phonics/Early Reading, Communication and Language across EYFS and KS1 is key. Additionally, embedding Reading Fluency, sound Comprehension, Writing, and Maths skills and understanding right across the school underpinned by core principles in RE, PSCH and I AM OK which supply our pupils' softer needs, which fall within the Affective Domain. This aids our disadvantaged pupils with building their self-esteem, self-concept and self-worth and makes all the difference to each, towards securing our consistently high outcomes.

Sustained focus in the areas outlined has proven to have the greatest impact on closing the disadvantage attainment gap, while, at the same time equally benefitting the non-disadvantaged pupils in our school. Our strategy is also inextricably linked, to our broader school plans for sustained, full academic and holistic recovery post Covid-19. This sees targeted support built in for the children in years 5 and 6 daily through our early morning, school based tutoring programme and for targeted pupils across lower KS2 whose education had been the most adversely affected, resulting in serious learning loss over the last three academic years. Our approach is proactive and pervasive in addressing common broad based challenges affecting a wide cross section of learners as well as those with individual needs flagged up via our rigorous pupil progress tracking and robust diagnostic, formative, teacher based and summative cycle of assessments –evaluated through our pupil progress meetings.

https://guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf

Challenges

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

Challenge number	Detail of challenge
1	Pupils presenting with limited understanding, use and application of English upon entry (to EYFS or to Mid-Phase admissions across the school). Additionally, pupils displaying limited range in vocabulary and lacking confidence and fluency communicating orally. All having a deleterious impact on pupils' Communication and Language, Reading, writing and Comprehension-further impacting all areas of learning including problem solving and reasoning in Mathematics and Science.
2	Many parents are limited in their skills, knowledge and understanding of core curriculum content and lacking the quality time to support their children's learning, due to working multiple jobs over unsociable hours particularly across the upper school Years 3-6.
3	Lack of quality and diverse physical, social and emotional activities and support and a lack of enrichment and exposure to life experiences beyond their locality. Limited worldview.
4	Severe social housing issues: including overcrowding, poor living conditions, risk of evictions, temporary tenancy arrangements, which have been further impacted on through the recent pandemic 2020-21 and now compounded by the economic crisis in 2023-24
5	High proportion of PPG pupils presenting with poor health concerns e.g. asthma, skin complaints; some who are also mal or under-nourished and are over or under-weight.

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
The vast majority of children to achieve at or above the national standard by the end of EYFS, KS1 and KS2 in all core subjects while sustaining good levels of well-being and mental health.	At least 85% of all pupils inclusive of those among PPG achieve GLD by the end of EYFS and at the end of KS2. Pupils Mental Health and Well-Being sustained at high levels via targeted support.
All PPG children given access to inspirational and aspirational first hand life experiences available to their more affluent peers- including visits to iconic locations across the country and abroad where possible. Additionally, experiences such as performances on national platforms and programmes such as the unveiling of the Windrush Monument in 2021-22 and performing at Windsor Castle to an esteemed audience including HRH King Charles the Third, Baroness Floella Benjamin, Baroness Amos and Reverend Rose Hudson-Wilkin.	Children on the Pupil Premium register have highest take up in extra-curricular clubs and programmes participating in age appropriate aspirational events for EYFS, KS1 and KS2. Pupils having their achievement and experiences celebrated through displays, reports, features on Class Dojo, School Website and appropriate Social Media Platforms reflecting their rich opportunities such as: Unveiling of The Wind Rush Monument, Audience with Urban Poet Lindalli, Launching the Living Wage 22-23, an audience with Dr Julius Garvey. Our children repeatedly appearing on the BBC, ITV and Sky News with new Living Wage Song "I Look To The Sky".
School families feel well supported by the school so they are then able to focus on supporting their children's learning.	All parents offered ongoing support through Living Wage Campaign workshops, curriculum evenings, parent evenings, special projects and flexible 1:1 support which will be evaluated through Parent View, case studies and parental feedback via Surveys.

Activity In This Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (Inclusive of CPD, Recruitment and Retention) Budgeted cost: £80,120.00

Activity/Strategy (Implementation)	Evidence that supports this approach	Challenge & numbers addressed
<p>Teaching & Learning : Investing in EYFS/KS1 and KS2 Staff CPD</p> <p>St Antony's is committed to investing in and is continually up-levelling and upgrading staff training and qualifications across the school but in particular for EYFS with the implementation of the New Foundation Stage Curriculum as well as training for ECTs across KS1 and KS2. All EYFS staff and targeted staff across the school have been exposed to bespoke CPD leading to L3, L4/5- HLTA, ECT and QTS-L7 qualifications across the school.</p>	<p>DfE commissioned Sutton Trust research and report which indicates that children from low income families in the most deprived wards of the country were on average 19 months behind their more affluent counterparts by the age of 5. In providing high quality 2-5 year old provision with either qualified teachers or staff trained to HLTA/UQT level supports children's language cognitive development from an earlier age. Research has shown that PPG children who attend schools that invest in first quality teaching with more highly qualified staff from Pre- school/ Reception to KS2 are more likely to achieve higher GLD than PPG who attend facilities with untrained providers whether in private or maintained schools. Upgrading teacher skills.</p>	<p>1&2</p>
<p>Purchase of Key Resources To Drive Standards for Teaching and Learning among All Pupils as well as PPG:</p> <ul style="list-style-type: none"> >Accelerated Reader Online Platform, >White Rose Hub Maths Programme, > Brilliant Publications for English (Early Reading, Comprehension, Writing, GPS) >Dandelion Reading Programme >Cost of all relevant resources to support learning in core and non-core subjects >Purchase of blocks of Class Novels and Books for wider reading and class libraries & Additional Maths, ICT & Science Resources 	<p>Phonics /Early Reading approaches have a strong evidence base that indicates positive impact on the accuracy of blending and word recognition and decoding-leading to the development of sound reading and comprehension skills for learning in later years. Phonics/Toolkit Strand/Education Endowment Fund. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics and Science, drawing on evidence-based approaches: MathsguidanceKS_1_and_2.pdf (publishing.service.gov.uk). One to one tuition in any area EEF educationendowmentfoundation.org.uk And in small groups: Small group tuition /Toolkit Strand Education Endowment Found</p>	<p>1,2,3</p>
<p>Additional EA secured and Training Costs for HLTAs covered for deployment across specific classes across KS1 & 2. This academic year we secured an additional TA in EYFS to support pupils learning. An additional staff member (specialist) has been allocated to year 6 to give additional targeted support to the Lowest 20% and PPG pupils in need of additional support to meet or surpass attainment targets set.</p>	<p>Although there has been DfE Commissioned and international research https://www.researchgate.net/publication/impact_of_support_staff suggesting that class size and Teacher to pupil ratio has little or no impact on outcomes for pupils, our school's evidence and practice and that of other schools in the MAT and further afield clearly show that the quality of interaction, support, feedback and outcomes are improved by reducing adult to pupil ratios particularly in EYFS, KS1 and lower KS2.</p>	<p>1-5</p>
<p>Purchase of Needed External Expert Provision to support pupil and staff development inclusive of but not limited to:</p> <ul style="list-style-type: none"> Speech And Language Therapist Education Psychologist OLOG Subject Leaders Training Best Practice Teacher Training UEL Teacher Training for ECTs and QTS Institute of Education (IOE) Training University College London The National College for Post Graduate Study 	<p>Speech and language Therapy supports children and parents to further develop language skills, vocabulary and language acquisition. Our Therapist is in weekly and is also commissioned to train Staff leading specific interventions for the most vulnerable and PPG pupils and to facilitate additional groups for children in our lowest 20%. Additional resources in EYFS support early identification of additional needs and ensure good support is in place for KS1. Education Psychologist Services are bought in as needed for pupils presenting with psychological and educational assessment needs requiring techniques to help those having difficulties in learning, behaviour or social adjustment to be able to work to expectations. We consistently invest in relevant CPD and</p>	<p>1-5</p>

training hosted in partnership with effective and sanctioned DfE providers for staff along the full spectrum of the professional development continuum as research indicates that the greatest driver of standards are 'competent, confident, effective teachers' (IOE 2019)

Targeted Academic Support (Including tutoring, one-to-one support, structured interventions and Human and Resource Support)

Budgeted cost: £71,600.00

Activity/Strategy	Evidence That Supports This Approach	Challenge number(s) addressed
<p>Academic Support (tutoring, one-to-one, small group support and structured am/pm interventions)</p> <p>CT, HLTA and TA interventions in and outside of class :Release of Specific Staff/teachers for relevant training in these areas including access to the local Maths Hub @Elmhurst focusing on mastery in teaching, English Hubs, >Cover costs for staff on training/conducting Interventions</p>	<p>The school has monitored and evaluated its practices regarding CT/HLTA/TA interventions in class and outside of class. Outcomes over the last 5 years has indicated that at least 80% of children supported across EYFS, KS1 and KS2 reached or surpassed their progress target set in their CT/TA/HLTA support will therefore be sustained with interventions delivered in class alongside First Quality Teaching with continued use and application of Metacognition.</p>	<p>1&2</p>
<p>Staff (CT/HLTA/SNA/TA) Lead Inventions driven by Read/Write Inc. Programme (RWI) covering: Every Child a Reader/ Early Reading Every Child A Writer Every Child Can Spell Every Child Can Use Good GPS Trainers from RWI to run Development CPD Days for staff both face to face and on-line</p>	<p>Analysis of the effectiveness of our interventions over the last three years shows that our 1:1 sessions with a Teacher/HLTA/SNA/EA supporting phonics and its use and application in Early Reading, GPS and Writing has been highly effective across Reception and KS1 (years 1&2). The strategies applied have been extended across KS2 since 2021 to 2023 with small group sessions with specially trained HLTAs and SNAs for KS2 pupils who need to additional support after their transition from KS1 to KS2 (Yr. 3). These interventions also support pupils who are among the lowest 20% and LAGs on PPG in each class from years 3-6. End of year Data indicates that between 80 to 90% of PPG children accessing these interventions, acquire the Phonics, Reading and Writing Skills Standard to meet/surpass A.R.E</p>	<p>1,2,3</p>
<p>Breakfast Club & Activities/Resources Cost Food Costs Overtime Costs x 2 Support Staff Food Hygiene Training Cost</p>	<p>Evaluation of the quality of provision from Breakfast Club in supporting PPG pupils and their parents at St Antony's indicates that it has been giving 'invaluable support to our PPG pupils and their families over the last 8 years' (Parent feedback). School data shows that it has had a positive impact on attendance, punctuality and ensuring most vulnerable children have a healthy breakfast to start the day. Research clearly shows a healthy meal and exercise has a positive impact on children's ability to focus and learn effectively-this also aids with boosting their well-being and mental health each day. https://www.schoolofplay.org.uk/5-benefits-to-our-breakfast-club/</p>	<p>1-5</p>
<p>Running After School Targeted After Care and Homework Club (MAE)</p>	<p>Quality After School Child-Care and Monitoring of homework by CTs, HLTAs and TAs supporting pupils across the school who require additional support with completing homework at home due to parents in full time work who need this additional support as well as pupils encountering barriers outlined prior. Some of these children are targeted for additional support with Phonics, Reading, Maths and Writing each evening from across KS1 and KS2; this has also targeted those who do not have access to a computer at home to engage with Bug Club to complete reading tasks set daily by their class teachers. https://iwschool.co.uk/metatitans</p>	<p>1-5</p>

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

Budgeted Cost: £35,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buying in CPD and Services of a Behaviour Mentor and Counselling Services from LBN to support PPG pupils with behaviour challenges. - Training Our School Mentors, Moderators and Middle Leaders. Statutory Mental Health and Well Being Training for School Leads Mental Health First Aid Training to identify children and staff at Risk	Studies have shown that Behaviour Mentoring and targeted Counselling have a positive impact on outcomes for children who may not be achieving at the expected standard due to lack of focus; low level disruptive behaviour in lessons or on those with low self-esteem, self-worth and self-confidence	1&2
Wider Curriculum Opportunities and experiences are subsidized or zero rated for PPG pupils.	Feedback from children and parents over many years have highlighted the narrow range of opportunities PPG children have when compared to their more affluent peers. Having limited experiences also limit their creativity and ability to relate real life experiences to their learning in reading comprehension and creative writing. Therefore taking pupils to have first hand experiences at Museums, the Thames Estuary, Epping Forest, Factories and Institutions such as Tate and Lyle, Cadbury, to Kidzania, Kentwell and Sun Trap where they receive subject specific experiences, resources & activities to deepen their understanding	1,2,3
After School Clubs	Through the provision of an extensive range of after school clubs covering the arts, sports, languages and music children have increased opportunities to express themselves and develop their talents beyond English and mathematics.	1-5
Theatre, Museum and Visiting Authors and Poets running workshops with subsidy for PPG Pupils	Through visits to the Theatre, Cinema, Museums, our children Performing on a range of local, national and international stages and engaging in cultural experiences across London so children can apply their new vocabulary in a variety of curriculum areas.	1-5
Scholars Programme: Brilliant Club	Sutton Trust research shows that pupil premium pupils are less likely to attend a Russell Group university. The Scholar's Programme seeks to address this imbalance through introducing children in year 5 and 6 to the university experience and by providing PhD tutors to stretch and challenge our more able.	1&2
Residential/ Educational Visits PPG subsidy	Through the provision of residential/school visits children's independence is fostered for the next phase of their development from years 4 to 6. Children access a range of venues and different cultures in years 5 & 6 and develop further team building, self- confidence and resilience skills in year 6	1-5

Total budgeted cost: £187,695

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

Outcomes for all pupils of St Antony's inclusive of disadvantaged pupils in academic year 2023 to 2024 are projected to be largely in line with those for academic 2022-2023 linked below as we are currently back to normal school routines, systems and procedures.

<https://www.stantonyscatholicprimary.co.uk/assets/Policies/21-22/2022-23-Pupil-Premium-Strategy-Report-St-Antonys-revised.pdf>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our Pupil Premium Grant Strategy at St Antony's is fully underpinned by our school's Ethos, Vision, Mission and Values. We align the actions and strategies that we put in place with our School Development and School Improvement Priorities. This sees us working as an agent of positive, sustainable change which makes a real difference in the lives of our pupils particularly for those who are the most deprived and in need of the additional support which the Pupil Premium Grant provides. Our PPG Strategy engages all stakeholders inclusive of : Governors, Staff, Parents, Children, Church and The Wider Community. We inspire all our children inclusive of our FSM/PPG from Nursery to Year 6 along with our staff, governors and parents to work collaboratively with all relevant agencies and to aspire to achieve to their fullest individual potential.

St Antony's, functions as a centre of excellence and an axis of positive transformation and development within our school and the wider community. This is done by enabling all among our school family to aspire to achieve self-actualisation through sound: Spiritual, Moral, Social and Cultural formation while embedding a love for lifelong learning –giving our pupils a sound springboard on to their next level of education within and in transition to secondary school.