



Pupil premium strategy statement – St Anthony’s Catholic Primary School

This statement details our school’s use of pupil 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 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	456
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2022-December 2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	E Harrold
Pupil premium lead	E Harrold and J McGinn
Governor / Trustee lead	J De-Freitas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,440
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year	£65,440

Part A: Pupil premium strategy plan

Statement of intent

- At St. Anthony's Catholic Primary School we are committed to ensuring that the academic achievements of PP pupils are in line with the high standards reached by non PP pupils. We will ensure we 'close the gap' in attainment.
- PP children will achieve above average National Average progress scores compared to other PP children nationally.
- We will enhance the cultural capital of PP children.
- We will ensure PP children reach at least 96% attendance. This is the target set by Hertfordshire County Council.
- PP parents will be given opportunities to be fully involved in their child's learning at school. Parents will also have access to relevant services.
- PP children will be targeted for support and named on our PP TA timetables. This support will be regularly reviewed to ensure it is meeting the needs of individual PP children.

Challenges

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

Challenge number	Detail of challenge
1	Many of our PP children on entry have a lower baseline in reading, writing and mathematics. They also have a vocabulary gap on entry. Some pupils have multi-complex needs e.g SEND.
2	Low starting points of many of our eligible PP children who need support with communication through talking, verbal expression, modelling language and reasoning.
3	Early years PP children's access to pre-school, socialising and life experiences due to the impact of Covid-19.
4	The progress and attainment in reading, writing and maths. Closing the gap between those who are disadvantaged and those who are not.
5	The opportunities for PP children for educational visits, trips and sporting/music activities.
6	For all PP children to achieve 96% attendance.
7	PP children support at home To promote parental engagement.

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
<p>PP children have been identified on entry to Nursery/Reception and targeted for individual support. Strategies of support need to be in place in order to make an impact on early Literacy and numeracy. These strategies have made an impact on skills, knowledge and understanding related to reading and writing as well as to develop number skills and understanding of mathematical concepts.</p>	<p>PP children in Nursery and Reception have achieved closer to non- PP on starting Reception and achieved GLD in greater numbers by end of Reception.</p>
<p>Staff throughout the school have identified which PP children need support with spoken language and vocabulary. These children have been introduced to new words in context and attention has been drawn to letters and sounds. PP children have developed their thinking and understanding of language.</p>	<p>All lower attaining children at Key Stage One will achieve the standard of Key Stage One phonics screening test. Children in Key Stage 2 to know and remember tier 2/3 vocabulary.</p>
<p>PP children have improved their communication, language, social and physical development in Early Years.</p>	<p>There has been a rapid identification of need and personalised approach swiftly implemented. Use of appropriate intervention programmes are identified. The use of targeted small group work and 1:1 support mean PP children have developed their physical development (gross and fine motor skills) and their social skills.</p>
<p>Disadvantaged children who do not have cognitive SEND will reach age-related expectations in reading, writing and maths. They will meet the expectations for Year 1 and 2 phonics check and Year 4 multiplication check.</p>	<p>100% of disadvantaged pupils who do not have cognitive SEND will reach ARE in reading, writing, maths, tables and phonics. Those disadvantaged children who have SEND will make more than expected progress from their individual starting points.</p>
<p>To give our disadvantaged children access to the wider curriculum so that they feel included in all areas of school life.</p>	<p>Disadvantaged children have taken part in all parts of the life of the school at no extra cost. These include for day visits/trips, swimming lessons and educational workshops.</p>
<p>To encourage attendance to school through regular reminders in Headteacher monthly newsletters, conversations with parents and the use of our Local Attendance Improvement Officer.</p>	<p>PP children will achieve at least 96% attendance by July.</p>

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: £9020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher training for reading fluency and Vocabulary development. Staff to access training through Herts for Learning.</i>	Outcomes of previous cohorts EEF Toolkit - reading comprehension strategies and phonics EEF tiered approach – quality teaching.	1, 2, 4
<i>TA training – strategies for our intervention programme 'Read, Write, Inc, Lego therapy training, Autism training, NELI training, speech and language training and vocabulary development training.</i>	EEF tiered approach – staff who feel skilled and confident leading an intervention will see better progress in the children's learning. EEF 'Small group Tuition.'	1, 2, 4

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions to remain in place in order to close the gap. Activities will include:</i> <ul style="list-style-type: none"> • <i>Read, Write, Inc and Nuffield Early Language programme</i> • <i>Communication Circle and Attention Autism Bucket</i> • <i>Y1-Y6 bi-lingual support, maths and</i> 	EEF Tool kit Small group Tuition- Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition EEF Tool kit - Oral Language Interventions. There is evidence to suggest that pupils from lower socioeconomic back-grounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which	1, 2, 4

<p><i>reading interventions in KS1 and KS2</i></p> <ul style="list-style-type: none"> • <i>Increased EYFS TA support for targeted children through 1:1 support or small group support.</i> • <i>Increased KS1 TA support for targeted children.</i> <ul style="list-style-type: none"> • <i>Lego therapy</i> • <i>Drawing and Talking</i> • <i>Dedicated PP TAs (x3) to be timetabled to support PP children in areas of the curriculum identified by class teachers.</i> 	<p>may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers particularly when this is provided one- to –one.</p> <p>EEF Toolkit -One to One Tuition. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	
<p><i>Workshops for parents in EYFS in order to help them to support their children with phonics and early language skills at home</i></p>	<p>EEF Toolkit – Parental Engagement -By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p>	7
<p><i>To continue to embed the feedback and marking policy where children are given instant feedback.</i></p> <p><i>New maths mastery approach to feedback.</i></p>	<p>EEF Toolkit – Feedback. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>	1,2,4

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

Budgeted cost: £ 16,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance – daily phone calls, regular reminders every month in Head teacher’s	DfE report – linking attendance and attainment. The higher the absence rate the lower the likely level of attainment.	6

<p>newsletter, advice from Herts Attendance Improvement Officer and targeted letters to parents offering support with improving attendance.</p> <p>School Business Manager to continue to closely monitor the attendance of all PPG children.</p>		
<p>To enhance the cultural capital and enrichment activities of PPG children lunchtime clubs, access to day trips for their year group and visitors linked to curriculum areas.</p>	<p>EEF toolkit – Physical Activity and Arts Participation.</p>	<p>5</p>
<p>To continue to budget for a South West Herts Partnership Family Support Worker.</p> <p>Our INCo will work closely with outside agencies to ensure PPG families receive the support and guidance they need. To continue with the timetabling of the Mental Health Practitioner to work directly with our school on a weekly basis.</p> <p>Train a member of staff to be the new Mental Health Lead.</p>	<p>EEF Toolkit - Social and emotional Learning.</p> <p>EEF Toolkit – Parental Engagement</p> <p>From previous cohorts we know that PPG families can benefit from the experience and knowledge of a dedicated family worker and Mental Health Practitioner.</p>	<p>7</p>

Total budgeted cost: £65,440

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils.

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS and key stage 2 performance data, phonics check and Year 4 MTC results.

Key Stage Two Attainment from the Primary assessment Profile 203/24.

*Disadvantaged pupils working at or above the expected standard in **Reading, Writing and Maths**:*

St Anthony's – 50%

Watford – 48.6%

Herts – 40.2%

National – 45.5%

*Disadvantaged pupils working at or above the expected standard in **Reading***

St Anthony's – 100%

Watford – 70.4%

Herts – 60.7%

National – 62.5%

*Disadvantaged pupils working at a higher standard in **Reading**:*

St Anthony's – 40%

Watford – 22.7%

Herts – 16.9%

National – 18.1%

*Disadvantaged pupils working at or above the expected standard in **Maths:***

St Anthony's – 83.3%

Watford – 63.6%

Herts – 53.4%

National – 59.1%

*Disadvantaged pupils working at a higher standard in **Maths:***

St Anthony's – 40%

Watford – 17%

Herts – 11.1%

National – 12.9%

*Disadvantaged pupils working at or above the expected standard in **Writing:***

St Anthony's – 60%

Watford – 61.9%

Herts – 52.9%

National – 58.6%

*Disadvantaged pupils working at a higher standard in **Writing:***

St Anthony's – 20%

Watford – 5.7%

Herts – 5.5%

National – 6.5%

*Disadvantaged pupils working at or above the expected standard in **Grammar, Punctuation and Spelling:***

St Anthony's – 100%

Watford – 64.9%

Herts – 54.8%

National – 59.1%

Disadvantaged pupils working at a higher standard in **Grammar, Punctuation and Spelling**:

St Anthony's – 60%

Watford – 23%

Herts – 16.9%

National – 20%

St Anthony's disadvantaged pupils meeting the expected standard in the **Year 1 Phonics Screening Check 23/24** – 40%

Attendance data of disadvantaged pupils in groups is PPG 94.2%, SEND 94.2%, EAL 94.7%, CLA 98.6% and YC 88%.

Early Years Foundation Stage Results 2023/34

PP children achieving expected for Communication and Language – 66.7%

PP children achieving expected for Literacy – 66.7%

PP children achieving expected for Maths – 66.7%

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
Times Table Rock stars	maths.co.uk
Education City	NACE
Oxford Owl	
Language Angels	