

Pupil premium strategy statement – St Anthony’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, 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	R-Y6 630 N-Y6 720
Proportion (%) of pupil premium eligible pupils	34% (213/629)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louisa Gonzales
Pupil premium lead	Elisabeth Simmons and Joanne Stevens
Governor / Trustee lead	Louisa Gonzales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,472
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil 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>	£309,472

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven (EEF) to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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?

These intended actions will be weighted as per EEF Guidance with the promotion of the following in this order:

- High Quality Teaching (Intent C)
- Targeted Academic Support (Intent B and C)
- Wider Strategies (Intent A and B)

Challenges

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

Challenge number	Detail of challenge
1	<u>Economic Disadvantage (A to D)</u> Manchester is the 8th most income deprived LA nationally (https://www.ons.gov.uk/) with Wythenshawe ranked in the top 20% of neighbourhood nationally (Exploring local income deprivation (ons.gov.uk)). This has a direct effect on many children's starting points, opportunities and aspiration. Therefore, we aim to offer a Trauma Informed approach but one that is also based on challenge as well as support.
2	<u>Attendance, particularly Persistence Absence (A&B)</u> This is still a challenge post COVID and we recognise that there is a hard core of pupils who don't attend on a regular basis. We have demonstrated impact when drilling down in to individual cases. This has affected our Disadvantaged pupils more with the latest FFT Data showing that their attendance is 5% below None Disadvantaged both in school and nationally. This figure is echoed in the PA attendance with approximately 25% more Disadvantaged pupils being PA than the none PP. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	<u>EYFS Speech and Language (B&C)</u> Using Wellcomm assessment data we have recognised that many children start off life at St Anthony's with low language acquisition. For example, in Nursery 2023 we assessed that only 38% of pupils were working at their age appropriate language and that the 42% of children were working below 23 months (at least 12 months below chronological age). We can see from our early Baseline that only 12% of pupils are in line to achieve GLD. Therefore, this has become a key driver for developing as we cannot expect children to read or write without the necessary speaking and language skills.
4	<u>Early reading and Phonics (C)</u> We have noticed that our Early Reading outcomes have declined since Covid, with our data placing us below national. In 2023 8% of pupils started Year 1 on track based on RWinc data. This effects our Disadvantaged pupils with a difference of 23% between the groups. Therefore, we have taken, and continue to carry out, a thorough root and branch review of our Phonics provision. This has led to results which, although below national, do show good progress from the starting points outlined above (Challenges 1/3/4).
5	<u>Mental Health and Wellbeing (A, B, C & D)</u> As outlined in Challenge 1, we are based in an area of high economic deprivation. In response to this we are a trained Trauma Informed School. A number of pupils across the school receive interventions promoting positive mental health and wellbeing. When reviewing our PSHE Scheme and Behaviour Policy, we felt that we wanted to develop our procedures further and therefore have adopted a KiVa

	approach (evidence based 2019 Introducing KiVa.pdf (bangor.ac.uk)) from September 2024.
6	Outcomes and progress in KS2 (C) We can see in the previous two years that our outcomes at the end of KS2 are below national expectations and therefore we need to address this to ensure that children leave school secondary ready.
7	Cultural Capital Projects (D) It is our intention that no pupil should miss out on opportunities in school because of economic disadvantage.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including Wellcomm assessment, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils in Phonics Screening.	Year 1 PP pupils to increase outcomes from the 56% (Summer 2024) with a target of 70%+.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes to improve from 47% (2023/24) to 70%+ in 2024/25 of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes to improve from 53% (2023/24) to 70%+ in 2024/25 of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an improved understanding of bullying by pupils and a thorough understanding of the KiVA approach. • No child to miss an activity based on economic circumstances.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5% (July 2024 it is 5%). - the percentage of all pupils who are persistently absent being below 15% (July 2024 it is 20%) and the figure among disadvantaged pupils being no more than 10% (July 2024 it 27%) lower than their peers.
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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: £ 150, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Embed Oral Language Teaching in EYFS and across school: Embed Wellcomm Assessment and morning meetings across EYFS. Develop a similar approach across KS1 and 2. Further embedding of the Maths Mastery approach across school.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 3, 4, 6	LH cost
Embed and further improved the systematic Phonic scheme (RWinc) across school. Ensure the Phonics lead is released for daily coaching and monitoring of staff. Develop practices within KS2 with	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	4, 6	RB 0.5

Phonics teaching in LKS2 and Fresh Start Phonics in UKS2.			
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	6	MS Cost
Recruitment & Retention (R&R): We will ensure that practices in school are in place that supports staff in their role e.g. - Shared PPA Time - Specialist teachers - Appropriate leadership Time - Efficient and appropriate workload devices (e.g. reporting and assessment) - TA support for wider roles e.g. parent liaison, mentoring of pupils. - Access to wider health aspects via Trust.	Recruitment and retention in disadvantaged schools Results reflect the need for teachers to know that they and their wellbeing will be/are valued, and that schools that offer flexible working arrangements with a positive ethos and policies will likely find it easier to recruit and retain staff.	1-7	Junior Jam
Coaching and Development of Staff: Ensure systematic time is given for teachers to be coached by key leaders in: - Phonics - Writing - Reading - S&L Morning Meetings - Maths Mastery	Continuing professional development programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that school staff and teachers can deliver high-quality teaching and impact positively on pupil outcomes - Importance of CPD Teachers who receive instructional coaching are more likely to improve student outcomes and stay in the teaching profession - One to One Coaching	3, 4, 6	1 ½ day/ full day release

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

Budgeted cost: £ 60, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Engaging with a Tutor to provide a blend of tuition, mentoring and school-led tutoring for targeted pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	6	Dominic
Additional phonics sessions and one to one reading targeted at disadvantaged pupils who require further phonics support. This will be delivered with guidance from RWinc and the schools Phonics lead. This will be delivered by two experienced TAs.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	4, 6	BW and DB
Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two	1, 3, 4	

spoken language skills within EYFS.	show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 90 500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Costs
Adoption of the KiVa Anti-Bullying Approach in PSHE lessons and across schools. Ensure all teachers are trained to develop KiVa approach. Ensure that we have key KiVa leaders who can intervene with pupils in	Behaviour Approach Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: KiVa - The program has been shown to reduce both self- and peer-reported bullying and victimization. - It influences multiple form of victimization, including verbal, relational, physical, and cyberbullying. - In addition, positive effects on school liking, academic motivation and achievement have been reported. - KiVa also reduces anxiety and depression and has a positive impact on students' perception of their peer climate. - A remarkable 98% of victims involved in discussions with the	2, 5, 7	Training RW ½ day per week monitor

	schools' KiVa teams felt that their situation improved (5). - Finally, Finnish data from more than 1000 schools that started the implementation of KiVa in fall 2009 showed that after the first year of implementation, both victimization and bullying had reduced significantly.		
Nurture Provision Ensure that we have a coordinated team approach to Attendance, Behaviour, Safeguarding and Nurture. This involves, monitoring and challenging attendance, working with parents and providing SEMH support	Attendance Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Parent Engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps Nurture Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores	1, 2, 5, 7	Nurture Team

Total budgeted cost: £ 300, 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated some successes, such as Y1 Phonics which was reporting at 12% on track (32 pass mark) in January 2025 and moved to 83% in the official check, and the improvements in early language. 29% of disadvantaged pupils got Multiplication Tables Check (MTC) full marks, compared with 25% nationally (2025). However, as a school we recognise that there are persistent gaps in end of KS2 outcomes.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that over the last academic year our disadvantaged pupils have not performed as well as the non-disadvantaged, but that in some areas the gap is narrowing.

In the key end of year assessments, we have found:

	EYFS GLD	Phonics	MTC (Ave)	Year 6 RWM	Year 6 R	Year 6 W	Year 6 M
% of Cohort Dis.	34%	26%	34%	41%	41%	41%	41%
Disadvantaged	43%	68%	20/25	32%	57%	54%	41%
Non-Disadvantaged	76%	89%	24/25	59%	67%	75%	71%

IDSR data shows that the gap between disadvantaged and non-disadvantaged pupils is narrowing in Phonics, KS2 Reading and Writing compared to national figures but is widening in Maths.

The gap between our own disadvantaged pupils and non-disadvantaged is still significant in GLD, Y1 Phonics and KS2 Writing and Maths.

Attendance data from the IDSR shows a relative improvement in the attendance figures for disadvantaged pupils in the last academic year, with figures closer to the national picture than in previous years:

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	193	92.5%	92.6%	Close to average	Relative improvement
2023/24	194	90.6%	92.0%	Below	Relative decline
2022/23	198	90.8%	91.6%	Close to average	Relative decline

However, despite the slight improvement, the attendance of disadvantaged pupils still falls slightly below school's overall attendance figures (94.9%).

Persistent absence figures for disadvantaged pupils have decreased significantly from previous academic years and now fall in line with the national picture:

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend
2024/25	193	24.4%	24.4%	Close to average (non-sig)	Sig decrease
2023/24	194	36.1%	27.1%	Above (sig+)	No sig change
2022/23	198	32.3%	29.3%	Close to average (non-sig)	Sig increase

Similar to the overall attendance picture, despite the significant improvement for disadvantaged pupils with regards to persistent absence, figures are still higher than overall persistent absence across school (14.2%).

Our evaluation of the approaches delivered last academic year indicates that our work in early language, phonics and individually targeted attendance strategies were effective. We will look to build on the lessons learned in these for the next academic year and the new 3-year strategy.

Review of Intended Outcomes

Intended outcome	Success criteria	Review
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when	Morning Meetings and Wellcomm interventions are fully embedded across EYFS, as well as Stories for Talking and 5-a-day

	triangulated with other sources of evidence, including Wellcomm assessment, engagement in lessons, book scrutiny and ongoing formative assessment.	stories suggested by Angela Westington. Similar Morning Meetings have also been introduced into KS1 and are under development in KS2. The Maths Mastery approach is embedded as part of the Maths pedagogy and observations show that peer-peer discussion is developing. Teachers are using sentence stems to help aid effective dialogue. Early evidence of the impact of these strategies suggests high impact, particularly in EYFS: Nursery Wellcomm data 2024/25: Baseline – 24% on track End of year – 68% on track (79% on track or one section below) Reception Wellcomm data 2024/25: Baseline – 34% on track End of year – 81% on track
Improved reading attainment among disadvantaged pupils in Phonics Screening.	Year 1 PP pupils to increase outcomes from the 56% (Summer 2024) with a target of 70%+.	All staff delivering RWI sessions and Fresh Start received the full training in September 2024, ensuring consistency in approach. RWI Development Days have shown gradual

		improvements in the delivery and assessment of RWI and have led to quick targeted intervention, particularly for disadvantaged pupils. Y1 PSC data: Jan 2025 – 12% scoring 32 or higher Official – 83% scoring 32 or higher Disadvantaged – 68% scoring 32 or higher
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes to improve from 47% (2023/24) to 70%+ in 2024/25 of disadvantaged pupils met the expected standard.	Reading Plus rolled out across Year 6 to support with fluency and targeted intervention. 57% of disadvantaged pupils achieved the expected standard or higher in reading – gap is narrowing – 37 disadvantaged pupils
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes to improve from 53% (2023/24) to 70%+ in 2024/25 of disadvantaged pupils met the expected standard.	All staff received the Maths Mastery training in September led by Mark Cotton, Maths consultant. Teachers trialled the Maths Mastery approach, supported by the Maths Lead and Mark Cotton, who delivered team-teaching experiences for staff. Due to the heavy focus on the mastery approach, and a great deal of lesson time utilised for reasoning and

		journaling, this impacted the amount of time dedicated to arithmetic skills. 41% of disadvantaged pupils achieved the expected standard or higher in maths – maths results dipped overall
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an improved understanding of bullying by pupils and a thorough understanding of the KiVA approach. No child to miss an activity based on economic circumstances.	The KiVA approach to anti-bullying was trialled in 2024/25. The approach led to more succinct procedures when dealing with individual bullying incidents in the first instance and supported staff to investigate allegations of bullying. However, staff felt the additional curriculum resources were too broad and instead a bespoke behaviour curriculum was devised in order to address key priorities/behaviour for St Anthony's. Pupil voice <i>There is an adult I can talk to at school if I am worried about something – 90%</i> <i>My school encourages me to look after my emotional and mental health – 93%</i> <i>My school encourages me to be independent and take on responsibilities – 94%</i>

		<i>I take part in activities outside of lessons such as clubs, sport, gardening, Forest School – 81%</i> Parent Voice <i>My child is happy at school – 95%</i> <i>My child feels safe at school – 96%</i> <i>The school supports my child's wider personal development – 75% - discussions ongoing around how we can showcase what we do</i> CAFT Christmas trip – 17/20 pupils who attended were disadvantaged pupils Ghyll Head Year 6 – school paid for 6 disadvantaged pupils to attend School utilised funding to ensure any disadvantaged pupils did not miss out on any trips/visits or in-school experiences
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5% (July 2024 it is 5%). the percentage of all pupils who are persistently absent being below 15% (July	See IDSR data from above.

	2024 it is 20%) and the figure among disadvantaged pupils being no more than 10% (July 2024 it 27%) lower than their peers.	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. This will include alternative curriculum opportunities such as Forest School and Lego Therapy.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

As stated previously, we have noted that the individual Tutor Trust reading interventions had a very positive impact in 2022 where we found, that although there was still an attainment gap, the attainment was higher than in the previous year.

Therefore, we are returning to the principles of the individual reading tutoring in 2024/25, which means the employment of dedicated staff to work with the bottom 20% across school, with a focus on those from disadvantaged backgrounds.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.