

St Anthony of Padua Catholic Primary School

Pupil Premium Strategy Statement 2022 – 2025



***‘Growing Together Following
Jesus’***

St Anthony of Padua Catholic Primary School

Pupil premium strategy statement 2022 – 2025

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 of Padua Catholic Primary School
Number of pupils in school	218 (Sept 2023)
Proportion (%) of pupil premium eligible pupils	5% (Sept 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022 (originally) September 2023 (reviewed)
Date on which it will be reviewed	October 2023 (first review) September 2024
Statement authorised by	M Brooks – Headteacher
Pupil premium lead	M Brooks – Headteacher
Governor / Trustee lead	T Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,695 (2022 – 2023) £16,005 (2023 – 2024)
Recovery premium funding allocation this academic year	£0
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	£9,695 (2022 – 2023) £16,005 (2023 - 2024)

Part A: Pupil premium strategy plan

Statement of intent

We will focus our pupil premium strategy on supporting our disadvantaged pupils so that they consistently make good progress, achieve their potential and access a broad and balanced curriculum.

We currently focus on high quality teaching, targeted interventions and a wider, holistic approach as EEF research shows this has the greatest impact on closing the disadvantage attainment gap.

Using these strategies, assessment and monitoring, we ensure that our most vulnerable and disadvantaged pupils gain the support they require in the areas they need it most.

Our approach moving forwards will be to continue to follow this tiered approach, directing our plans through:

- Diagnosing our pupil's needs
- Using strong evidence to support and implement our strategy
- Monitoring and evaluating our strategy, making revisions as needed

Challenges

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

Challenge number	Detail of challenge
1	Less able children struggling to read fluently.
2	SEND intervention for those with PP and SEND.
3	Supporting mental health and well being development for PP children.
4	Track attendance closely for all pupils including the 11 PP children.

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
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Children leave Reception KS1 ready	All PP children achieve GLD at the end of Reception
All of our children leave each year group achieving the expected standard in Reading, Writing and Maths	All PP children achieve the expected standard in in Reading, Writing and Maths at each phase of their education.
All of our children leave Year 6 achieving the expected standard in Reading, Writing and Maths	All PP children achieve the expected standard in in Reading, Writing and Maths at the end of KS2.

Activity in this academic year (2023 – 2024)

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Synthetic Phonics – Effectively implement a systematic phonics programme (All Aboard Phonics) -Support pupils to develop fluent reading capabilities -Teach reading comprehension strategies through modelling and supported practice	The Synthetic teaching of phonics is recognised as adding up to 5 months progress to children's reading attainment. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics EEF (educationendowmentfoundation.org.uk)	1, 2
Online Reading – Accelerated Reader and Online reading access for children from EYFS – Year 6 -Books matched to phonics ability for each child. - Interactive comprehension questions that are matched to the text that provide feedback to the children and teachers.	Reading is a key skill that children learn and build upon throughout their time in primary school. See the link below for further information: Accelerated Reader Accelerated Reader - UK, Ireland and International (renlearn.co.uk)	1

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL – Structured intervention programme for children with SPLD and dyslexia tendencies	Research suggests that one to one and small group targeted intervention can add between 4 and 5 months progress to the children involved. One to one tuition EEF (www.educationendowmentfoundation.org.uk) Small group tuition EEF (www.educationendowmentfoundation.org.uk)	2
After school clubs free for disadvantaged children (chess, gymnastics, Kids club, sign language, girls football, basketball, tennis)	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £ 8,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Admin Attendance Officer - First day response attendance	Liverpool City Council Attendance Strategy – see school's strategy School attendance, behaviour and welfare - Liverpool City Council	4
Attendance Intervention – First Day Response - Follow up – Medical Evidence -Parent meetings – Persistent absentees – Support, Support Challenge - -Certificates in school - Attendance board – Pizza Party	Liverpool City Council Attendance Strategy – see school's strategy School attendance, behaviour and welfare - Liverpool City Council	4

Total budgeted cost: £16,005

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 2022 to 2023 academic year.

EYFS

	<u>GLD</u>
2023	80%

Phonics

	<u>Year 1</u>	<u>Year 2</u>
2023	90%	100%

Key Stage 1

	Reading Expected	Reading GD	Writing Expected	Writing GD	Maths Expected	Maths GD	Combined Expected	Combined GD
2023	80%	20%	73%	7%	80%	30%	67%	3%

100% pupil premium children achieved the expected standard in RWM at the end of Year 2.

Key Stage 2

	Reading Expected	Reading GD	Writing Expected	Writing GD	Maths Expected	Maths GD	Combined Expected	Combined GD
2023	83%	43%	90%	23%	97%	37%	83%	27%

100% of Pupils in Year 6 (1 child) achieved working towards standard at the end of the year for reading and writing.

100% of Pupils in Year 6 (1 child) achieved the expected standard at the end of the year for Maths.

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
SSP Phonics	All Aboard Phonics
White Rose Maths	Maths Mastery Programme
Opening World	History and Geography
Ready Steady Write (Literacy Counts)	Writing Programme
Steps to Read	Reading Programme
White Rose	Science Scheme