

Pupil premium strategy statement – St Anthony's VCA

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 VCA
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Jess Storch
Pupil premium lead	Jess Storch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,742
Recovery premium funding allocation this academic year	£12,905
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	£126,647

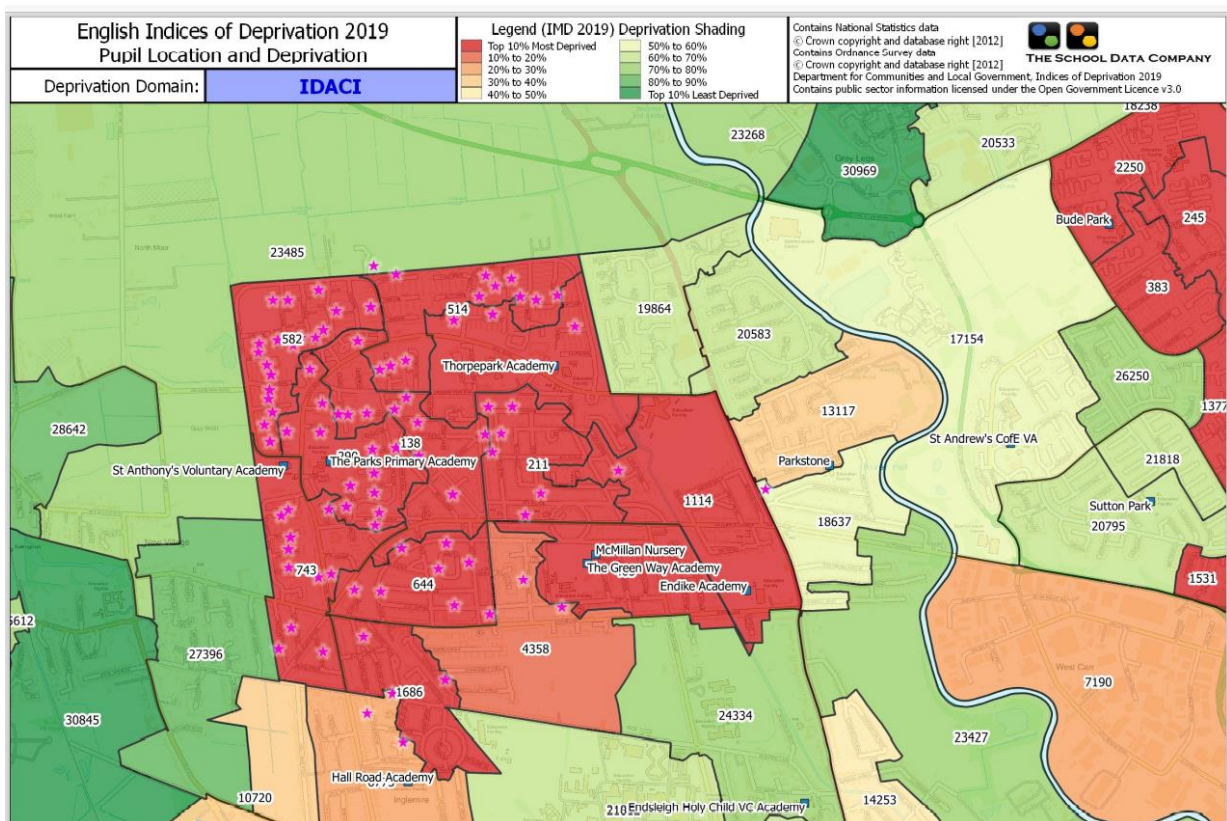
Part A: Pupil premium strategy plan

Statement of intent

We believe our pupil premium spend must be informed by our extensive knowledge of the community we serve alongside trusted research to inform practice.

Context:

St Anthony's VCA located on Orchard Park, Hull, sits at the centre of a highly disadvantaged inner-city community. 92% of pupils live in the top 5% highest level of deprivation nationally, with 96% in the 10% highest level of deprivation nationally. The map below identifies the most deprived areas in red and the stars indicate where our pupils live.



Our school is ranked in the highest level of deprivation and the income, employment, health, education and crime deprivation indicators are all very high.

We are acutely aware that disadvantaged pupils often face barriers to their learning, including:

- Underdeveloped language and communication skills
- Attendance and punctuality issues
- Complex family situations
- Emotional and behaviour difficulties
- Lack of readiness and confidence to learn

Our teachers have a sound understanding of our deprivation level and the barriers we face, not only at school level but at an individual pupil level too. Data analysis of pupil groups is shared so teachers are aware of areas to target alongside approaches which have had success previously.

Principles:

- We recognise that many more than our pupil premium children are disadvantaged and require tailored provision to meet their needs and our spend may also enhance quality first teaching so that the majority of children benefit
- We carefully plan to ensure approaches meet the learning needs of individual pupils
- We will tailor provision for children to ensure they are ready to access learning. This will target social and emotional development to address the imbalance caused by social and economic disadvantage

Ultimate Objectives:

- To improve educational outcomes for the disadvantaged pupils in our school
- Support our pupils in the challenges they face to reach their full potential
- And ultimately to narrow the attainment gap between disadvantaged pupils and non-disadvantaged in school and nationally

Achieving these objectives

Our current pupil premium plan considers a range of strategies in order to identify the best provision for our pupils to progress. These approaches are informed by national research, previous experience and impact alongside knowledge of our school community. Approaches considered will include:

- Small group support/interventions
- Tutoring/ 1:1 provision
- Additional teacher led sessions
- TA intervention
- Emotional wellbeing support, including informal and formal through specific intervention (ELSA)
- Funding for wider opportunities, for example music lessons, activities, visits, residential etc.
- CPD for staff in specific teaching and learning approaches
- Specific resources or funding for intervention activities
- Nature/Behaviour support at lunchtimes

The list may change dependent upon need but will always be focussed on improving the outcomes for pupils through targeting progress at all levels and increasing pupils in reaching, at least, age related expectations

Challenges

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

Challenge number	Detail of challenge
1	Low levels of language and communication skills
2	Very low attainment on entry to Foundation Stage in all areas, which is a large difference between disadvantaged and non-disadvantage as they begin their school journey
3	Attendance and Punctuality difficulties
4	Wider ranging emotional and social difficulties often presented through behaviour difficulties
5	Difficulties in engaging and wider social services involvement
6	Pupils lack of broad experience wider than their local community and the impact this has on learning due to limited knowledge and understanding to support intended learning

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
Progress in reading across school and diminishing the difference against all other pupils, particularly by the end of KS2	Achieve, at least, national average progress score in KS2 Increase PP pupils reaching greater depth by the end of KS2 Start diminishing the gap in attainment for PP pupils compared to all others as pupils move through school
Pupils making improved progress in writing due to increasing skill and knowledge due to quality first teaching and carefully targeted provision	Reach national progress expectations at end of KS2 or, if school achieving better progress, be in line with all others in school
Ensuring confident mathematicians who can tackle the maths curriculum successfully due to improved levels of progress across the school	All year groups showing signs of diminishing the difference in attainment which will support progress measures reaching national expected standard
Other: Improved attendance of disadvantaged pupils to ensure opportunity for maximum progress Pupils supported EWB with quality support to enable them to be ready to learn	Ensure attendance of disadvantaged is above 95%, with a challenge of 96% Evidence of pupils willing and ready to learn as any wider EWB needs are being met or catered for which allows for pupils to then focus on their learning

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: £56,000 (Additional leadership cap £26,500, CPD £11,000, HLTA £10,000 Staff dev/cover £8000 (5 days each teacher))

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to access quality CPD wider than own school to support quality phonics, reading, writing and maths to ensure quality first teaching</i> <i>-Initially in speech language, vocabulary and maths</i>	High quality staff CPD is essential to follow EEF principles. (Supported by English and Maths Hubs) Weak language and communication skills. Majority of pupils working in the 22-36 age band and will not have the breadth of vocabulary on entry to FS1/2 Due to disadvantaged home context children unlikely to have the experiences to inform a wide ranging well developed vocabulary Lack of connected talk for pupils in KS1/KS2 which results in pupils unable to describe coherently Maths internal data lower down the school shows larger gap between PP and non PP, for example 29% v 74% in Y2 and 66% v 69% in Year 5	1 & 2
<i>Additional catch up teacher time (x3 days)</i> <i>HLTA additional teaching days to free teachers to drive catch up</i>	Additional teacher model has previously seen accelerated progress, impact could be seen particularly at end of KS2 data (As above)	1, 2, & 6
<i>Targeted CPD around SEMH needs/ELSA to support children to access curriculum and make progress.</i>	Numbers of children with SEMH needs are increasing nationally and this can be seen keenly in our school. This is often amplified due to disadvantaged context, with families needing support as well as the pupils. Research shows that pupils need to be emotionally resilient in order to display the appropriate learning behaviours and access the curriculum	1, 4, 5

	We have seen success using programmes such as ELSA, however need to train more staff to deliver this to meet the needs.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000 (HLTA 4 pm £8000, L2 x3 pm x2 £9000, Teacher 0.2 £8000 CPD £10000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading/Writing: -Ensure phonics is implemented for maximum impact and monitored closely to ensure pupils making below expected progress are identified quickly and provision addressed, including into KS2 -Use intervention and targeted in class support to enhance provision in reading/writing for disadvantaged pupils (Intervention to be agreed once pupils are identified) developing pupil's vocabulary must form part of this process -Additional reading session for pupils identified to diminish the difference, including pupils working at a higher standard -Monitor reading opportunities, ensuring pupils have regular opportunities to read and are frequently read to -Ensure classrooms and school library offer texts that are easily available and offer variety and challenge -To increase leadership capacity to enable leaders to support and coach staff where identified from monitoring (Sutton Trust) -Upskill staff in delivering appropriate approaches and pedagogy to teaching interventions (Sutton Trust) <i>Maths:</i> -Deliver and seek quality CPD for staff in the teaching of Mathematics	Low levels of language and communication skills. Breadth of vocabulary is limited on entry to the school Historically the % of pupils achieving the expected standard has not reach national and, although this is an improving picture, it must remain a priority Through previous additional reading work last academic year improved and increase fluency (more automatic reading) The 'headline' attainment measure at KS1 achieving at least expected standard in Reading, Writing and Maths could indicate that COVID related disruption has had a considerable impact on outcomes. Only 14% achieved reading and writing and 29% Maths. At KS2 the figure was significantly higher at 57% for Reading and Maths and 50% for writing. Although this did not fully close the gap on non PP which could be attributed to COVID. Measures were in place last year to support pupils in light of COVID which can be seen in the Year 5 and 6 data. This must continue and be further reaching. The best impact	1, 2, 3, 4 & 6

with given approach and addressing core areas as a result of COVID (Teacher/TA development in this area is key, Sutton Trust) -Small group and one to one linked to classroom teaching which, where possible, should be delivered by the class teacher -Carefully plan for teachers to deliver support for higher attaining pupils, ensuring they receive additional support too (It is found without this these pupils will not do as well when GCSE stage is reached) -Carefully and swiftly monitor pupils and identify areas of support. Support through coaching for staff in delivery of intervention -Staffing to deliver Speech and Language to the very high number of children who need support across the school.	was seen when teachers worked with small groups. Sutton Trust identifies: Small group teaching could be reteaching, gap/misconception addressing or vocabulary-based work (EEF toolkit) EEF states 'evidence consistency shows the positive impact that targeted academic intervention support can have, including those who are not making good progress across the spectrum of achievement' Why we have specifically selected small group work, where possible, delivered by the/a teacher We know the importance of good implementation and the regular review of this. The EEF A School's Guide to Implementation (Dec 2019) highlights the 'important use of expert coaching/mentoring with structured peer-to-peer collaboration and implantation data to actively tailor and improve the approach'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,750 (EBW £10,000, wider opps £15,450 (£150pp) family support £10,300 (£100pp))

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Specific attendance lead to ensure pupils receive quality and focussed pastoral care -Follow school policy which involves efficiently tracking those pupils falling behind national, plan actions and monitor impact Wellbeing/Behaviour:	Attendance data suggests disadvantaged pupils require support to help them attend better. Previous work dedicated to these areas saw a drop in persistent absentees and an improvement in disadvantaged attendance. 2020/2021 PP attendance is 94.5% previous two years 89% and 92.8% is an improving figure but needs to continue to improve Pastoral team work proactively to support attendance and improvements are starting to be seen and we wish to maintain this	3, 4 & 5

-Provide tailored support for families with low attendance and who require tailored pastoral through wellbeing/ attendance worker -Implement wellbeing interventions as required to support pupils to prepare them for learning Wider agencies: Pastoral team to meet regularly to carefully plan the contact/links with support agencies and dedicate part of their time to build these relationships and access the best possible support for pupils	According to Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics' Historically disadvantaged pupils experience more frequent behaviour difficulties, however, implementation of these strategies in previous years has seen reductions in incidents across recent years As safeguarding is the most important drive in our school, the last two years has seen us extend our team to meet this need. Increase in social care engagement and wider agency involvement which has resulted in a need for capacity and build these relationships.	
Providing a breadth of experiences (opening eyes to wider opportunities) Continual review of the curriculum to ensure it is balanced, carefully sequenced and accessible for all pupils, with carefully planned rich experiences and opportunities Provide opportunities for pupils to attend wider opportunities for free, for example residential, trips, visits which build on skills and knowledge from creative lessons and address missed time from COVID times	It is essential for our pupils to experience a range of different areas before they are expected to understand and learn about it. Pupils have the right to experience musical instruments and wider curriculum clubs/sports. We encourage active learning in the fight against the obesity crises Often pupils have not left their own homes or stayed away from home before accessing residential, limited experience of areas other than own locality Food deprivation is high at St Anthony's, part of our food for breakfast and food parcels is donated although at times there is a cost to this support.	1, 2, 4 and 6

Total budgeted cost: £126,647 (sub £103)

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.

Objective: Pupils rapidly closing the gap on all other pupils nationally as they move through the school. Developing greater grasp of language and applying this to their reading and writing. Early provision which intervenes to enhance provision of early language. Pupils rapidly closing the gap on all other pupils nationally as they move through the school. Developing greater grasp of language and applying this to their reading and writing. Early provision which intervenes to enhance provision of early language Measured through assessment, regular scrutiny and comparison against national other.

-NELI programme (Funding to release staff) Significant improvement in pupils selected for this and this model to continue across the next academic year

-Phonics data was strong, following quality first teaching using ELS and targeted interventions. 82% of pupils passed the screening by the end of Y1, with 50% of retakes in Y2 passing the second time.

-End of KS2 results were stronger in reading, with 87% of pupils reaching EXS+.

Objective: Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Monitoring of 'incidents' including pupil and staff voice and assessments to inform case studies and demonstrate impact.

-Impact clearly seen through services engaged in school and pupils with significant behaviour issues engaged in learning and making progress. Pupils ready to access learning due to other needs met by the pastoral team, impact seen through data

Objective: Sustained improved outcomes in maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason.

Following COVID, this continues to be a priority through the school, with quality first teaching in maths, through the NCETM being a core focus for CPD.

Objective: Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.

-Significant improvements seen in attitudes to learning across the school, significantly impacted by the appointment of a well-being worker focus on children with specific needs regarding behaviour. Ensuring more pupils were learning ready

-Families work in partnership with the school to support and challenge their children.

-Significant increase in agency workers attending school to support pupils in their EWB.

Objective: Attendance of pupils eligible for PP diminishing the difference with other pupils. Measured through regular tracking, individual pupil case studies and SLT meetings. Reduction in numbers of PA PP pupils. Continue to support our children and families to improve attendance rates and punctuality.

-Attendance of disadvantaged pupils (pp) increased to 91.42% in 2022/2023, diminishing the gap with overall figure of 93.8%. Policy applied consistently, high profile retained and additional worker assigned to the role. Important to keep these strategies in place to continue an upward trend in future years. Further support from Trust attendance lead to continue to improve this moving forward.

Externally provided programmes

Programme	Provider
Times table Rockstar	Tt Rockstars
Speech and Language	NEW Options
Therapy Dog (emotional support)	Underdog Therapy
Reading Support for Vulnerable children	Letterbox Reading Club

Further information

The success in KS2 in largely diminishing the difference is partly due to additional teacher support, initially targeted at upper KS2. This saw a significant impact on progress and needs to be a model we take forward into future years and look at how to sustain this model.

Our progress figures over the last 3 years show the increased standards across school and the impact this has had on the progress of our PP children. The table summaries our progress between KS1 and KS2, looking at PP expected+ attainment:

	<i>Reading 2020</i>	<i>Reading 2021</i>		<i>Writing 2020</i>	<i>Writing 2021</i>		<i>Maths 2021</i>			
<i>KS1 attainment</i>	42%	43%		42%	29%		29%			
<i>KS2 attainment</i>	92%	64%		67%	57%		64%			
<i>Difference</i>	+50%	+21%		+25%	+28%		+35%			

