

Pupil Premium Strategy Statement 2024-2025

School Overview

School name	St Anthony's School
Pupils in school	240
Proportion of disadvantaged pupils	82(34%)
Proportion of Service Children	4 (2%)
Pupil premium allocation this year	£129, 060
Total allocation	£129, 060
Academic year or years covered by statement	2024 to 2025
Publish date	1 December 2024
Review date	1 December 2025
Pupil premium lead	H Ball/ C Sexton
Governor lead	Jill Miller

Statement of intent

At St Anthony's School we have high aspirations for all pupils, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, academically, socially and emotionally. In order to do this, we engage in a range of strategies and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and progress.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

Disadvantaged pupil barriers to success

Academic Needs	All pupils have complex learning needs and attain below chronological age. Pupils may make less than expected progress against school targets in all curriculum areas but particularly around the areas of Literacy and Numeracy
Communication and Interaction	A number of our pupils have significant communication and interaction difficulties and require specific strategies, resources and interventions to support
Social, Emotional and Interaction Needs	Some pupils can display complex and challenging social interactions. Pupils require a therapeutic input to develop strategies and skills to regulate and successfully access the environment and develop appropriate interactions with peers.
Attendance	Some pupils struggle to attend school regularly and require support and input to reduce anxiety around attending school. This has been more prevalent since COVID. Attendance across school has improved on last year's figures.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
That all pupils make excellent and appropriate progress in literacy and numeracy as indicated by their starting points and targets	All pupils will make excellent and appropriate progress and that Pupil Premium and non-pupil Premium students demonstrate similar rates of progress	July 2025 Monitored Termly
That all pupils in KS4 make expected levels of literacy and numeracy in line with their peers	100% of KS4 pupils gain recognised ASDAN/EL/FS qualifications through targeted teaching. Pupil Premium pupils achieve in line with non-pupil premium pupils.	July 2025 Monitored Termly

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
That all pupils develop their social interactions. Pupils access therapeutic and pastoral support to enable development of social and interaction skills. Development of outside spaces and equipment to provide opportunities for structured interactions which will support these skills	<p>Pupils are confident when interacting with staff and peers.</p> <p>Fewer incidents recorded for these students around poor social interactions</p> <p>Robust and supportive intervention/plans to be in place for these students. Number of negative interactions reduce.</p> <p>Pupils are confident when accessing new environments.</p>	On-going
That all pupils can fully access the wider curriculum and have access to appropriate equipment and resources. This includes financial support for ingredients for Food Technology, kit for DofE, Forest Schools, Land Based Studies	All pupils have access to resources required for specific curriculum areas. Pupils make excellent progress in these subjects	On-going
To improve attendance for those pupils who are struggling to attend regularly, by providing additional support for pupils and family. To support transport for parents to attend key meetings such as annual reviews	<p>Overall attendance for students eligible for PP is in line with that of those who are not eligible for PP.</p> <p>Parents and carers are able to attend meetings.</p>	On-going
Support for extra-curricular activities including the Year 11 residential trip and Key Stage 4 humanities trip to Belgium/	All pupils able to share their experiences and develop social and interaction skills skills that will stay with them for life	On-going

Teaching Priorities for current academic Year

Aim	Evidence of impact	Target date
To embed the new assessment systems and frameworks for primary and secondary. To introduce additional frameworks for the wider curriculum.	Staff are confident and can use information in these systems to accurately report on pupils' progress and achievement	Monitored termly

<p>To review the curriculum content and progression information across the school.</p> <p>To investigate additional curriculum areas that may benefit pupils wider skills</p> <p>To evaluate the school day timings and curriculum coverage and weightings</p>	<p>Curriculum is aspirational, engaging and enables pupils to build on previous skills learned. Cultural capital is enriched where necessary via the curriculum.</p>	<p>July 2025</p>
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Monitoring and Implementation

Area	Challenge	Actions
Academic Achievement	Ensuring that staff have the opportunity and access to training to analyse pupil progress data and meeting time.	Planned CPD and Monitoring and Evaluation opportunities.
Wider Strategies	All staff trained on use of CPOMs to support the M&E of pupil's interactions around school. Pupils requiring additional support are highlighted	Staff training, Allocated time for SLT, Pastoral Manger to support.

Overall aims and outcomes

Aim	Outcome
To ensure that pupils who are disadvantage are able to access the same provision, opportunities and enrichment to those pupils not eligible for Pupil Premium Grant.	Disadvantage pupils have the same access and provision to those not in receipt of PP. All pupils have the same experience,
To ensure that disadvantaged pupils achieved in line with their peers.	The gap between disadvantaged and non-disadvantaged continues to narrow
To provide opportunities for pupils to aspire to and access appropriate opportunities and qualifications to enable progress in line with their peers	Disadvantaged pupils have the same access to qualifications as those not in receipt of PP.

Proposed spending Breakdown

Record of proposed PPG spending by item/project 2024/25		
Item/project	Cost	Objective/Outcome
Funding towards pupils accessing school visits and extra-curricular activities	All Pupils eligible £ 12,900 allocated throughout the year = £150 per pupil	To ensure that all pupils access all opportunities available to them in school and out of school
Funding towards Specialist equipment and resources available	All Pupils eligible £ 12,900 allocated throughout the year = £150 per pupil	To ensure pupils can fully access the curriculum/courses regardless of need/equipment required
Funding towards supporting any residential opportunities	£10,000	All pupils can access residential opportunities where appropriate
Enrichment opportunities and equipment to support pupils in and out of school	LAC additional funding which will be allocated via PEP	To support pupils who are in care to access additional experiences, equipment and resources as agreed through PEP meetings (led by Pastoral Manager)
Funds up to 3 additional TA's and specialist teaching/ support in school. This includes Pastoral support, Literacy intervention and Therapeutic support, DMP, Play Therapy	£75,000 including on-costs	To maintain staff:pupil ratio's across the school and enable small group work to take place to support pupils communication, social and academic development.
Pupil to access additional curriculum opportunities to access team building personal development. Additional groups in secondary access Forest School	£15,000 training, staff, hiring facilities and external support	To provide additional support both at school and home. Enable children to develop skills to support more positive interactions.
Pupils to access breakfast club	£3,000	To ensure that pupils have access to breakfast before school.
Total Cost	£128,800 leaving £ 260 contingency	

