# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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

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| Detail | Data |
| School name | St. Anthony’s |
| Number of pupils in school | 109 |
| Proportion (%) of pupil premium eligible pupils | 84% (92 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025, 2025-26, 2026-2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Antony Curry, Head |
| Pupil premium lead | Abi Cranson, Deputy Head |
| Governor / Trustee lead | Neil Rees-Davis |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 93445 |
| Recovery premium funding allocation this academic year | £ 22675 |
| 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 | £ 116120 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?*   St. Anthony’s School is a special school for pupils with social, emotional and mental health difficulties and Autism. The school is situated in one of the most deprived areas of South East England and has a very high proportion of children eligible for pupil premium, this number remains roughly the same every year.  Our school aim is to encourage, challenge and inspire all members of the learning community to enable their full potential. We use our pupil premium for a range of things, we offer pupils access to more interventions and support, and a wider range of experiences. We also use it to work with the family around the child. Most of our pupils have had negative experiences of schooling, we have to change their views of school, and work with families to challenge their attitudes to learning. Pupil Premium enhances and extends what we offer as part of a nurturing and safe school environment where they can learn to be learners as soon as they are ready.  At St. Anthony’s we get to know pupils very well and the way we work is led by the needs of each pupil. We treat our pupils as individuals and provide a personalised approach and timetable wherever it is needed.  Although this Pupil Premium Statement is focused on the needs of pupils that receive pupil premium, it will benefit all pupils in our school, particularly where funding is spent on whole-school approaches, such as the Reading Doctor. Our school has over 80% of disadvantaged pupil premium pupils, however all our pupils are already disadvantaged by their special educational needs. We would not want to treat our non-pupil premium pupils any differently, so they will also benefit from the pupil premium.  All our children have special educational needs defined on an Educational Health Care Plan, they are all unique and need different levels of support, and this is the initial barrier to their learning. Deprivation has a further significant impact on them, their families and schooling. We know they are likely to achieve fewer qualifications, access to further education, less employability and opportunities in life such as travelling. To give them the best start to their adult lives, our curriculum intent is that all students leave school with a Maths, English and Vocational Qualification. When children leave they are able to read, prepare and cook a range of meals and are able to socialise. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Regardless of their special need category, our pupils all have difficulties with social communication skills, comprehension, and expressing their feelings and needs, often leading to challenging behaviour. |
| 2 | Our assessments show that our pupils have lower starting points when starting our school than other children of the same age. They are working at levels below and significantly below their age-related peers. |
| 3 | Many of our pupils and parents have had negative experiences of school. This can lead to a lack of trust and less engagement with school and other professionals. |
| 4 | In our experience, our pupils and families have limited aspirations and experiences. |
| 5 | Since the start of the pandemic, we have seen that the wellbeing and the education of all of our pupils has been effected. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment in Maths and English related to starting points, linked to baseline and regular assessments | Most (circa 90%) pupils make progress year on year. Most (circa 90%) pupils achieve entry-level qualifications in English, maths and science. |
| Pupils have improved speech and language skills, they have better understanding and comprehension in social interactions and know how to ask for help or clarification | Assessment of Speech and Language targets provided by SENCO/ closure reports from NHS Speech and Language Therapists |
| Pupils have a range of strategies so they can express their feelings and emotions successfully | Assessments of school interventions and THRIVE assessments, behaviour data |
| Pupils have better social interaction skills, they can talk to others, play and share. They get along better with their peers. | Reports from class teacher/ THRIVE assessments |
| Disadvantaged pupils access a variety of different experiences and events. | Children will have been on termly curriculum visits, both educational and social |
| Disadvantaged pupils leave the school with some understanding of the future and their choices, they have information about working, and different jobs and careers. | Pupils have had an opportunity to complete the prep for life curriculum. They will have been offered a range of experiences and activities to based on various professions/jobs to enable them to begin to make informed decisions about their future career choices.  KS4 pupils will have work experience. |

## 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 £66764

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading Doctors delivering 1:1 support to targeted pupils.  DS to advise on writing development, CPD and quality assurance. | Delayed readers are receiving 20% 1:1 intervention time.  DS is supporting the raising of standards in writing.  Teachers are facilitated in delivering highest quality literacy support, ensuring engagement and impact. | 2,3,4 |
| Cost of Inclusion Manager (specialist in Speech and Language therapy) to organise the wide range of additional support and interventions for pupils, and to deliver interventions in speech and language therapy | |  | | --- | | 1. Pupils with significant cognitive and SEMH difficulties find it difficult to access the learning as part of our main curriculum offer. This post will allow school to sort logistics to provide a wide range of interventions for pupils. A large percentage of students arrive with a deficit in both reading and writing, behind their chronological age. 2. Social deprivation within catchment areas impacts on student’s language skills and ability to make sustained progress in English. | | 1,2,3,4,5 |

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

Budgeted cost: £67023

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest School  With a named Lead | [Multiple literature reviews](https://nestinthewoods.co.uk/forest-school-research/#:~:text=More%20specifically%2C%20a%20recent%20study,showing%20improvement%20in%20key%20indicators) show efficacy of FS in promoting such qualities as confidence, resilience, social skills, language and communication.  https://nestinthewoods.co.uk/forest-school. | 1,2,3,5 |
| Indian Head Massage  Trained member of staff | 1. EEF research supports the use of behaviour interventions in supporting pupil progress. 2. Circa 90% of pupils attend lessons consistently. Behaviour data indicates that support of most behaviourally challenged reduces disruption in class.   90% of pupils make progress across the curriculum. 90% of pupils achieve 3 or more qualifications at Y11.  Supports the social and personal development of pupils and boost their self-confidence and motivation for learning. | 3,5 |
| One day per week of School Counsellor A  One day per week of School Counsellor B | 1,3,4,5 |
| Peer Mentoring | 1,3,4,5 |
| One day per week of Play Therapist | 1,3,5 |
| Boxing course/s | 1,3,4,5 |
| Cost of offsite provisions such as fishing, horse riding, forest school | 1,3,4,5 |

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

Budgeted cost: £8500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast Clubs | Social deprivation within our catchment areas impacts on student’s ability. Providing pupils with a healthy breakfast will support learning. | 1,2,5 |
| Resources needed for interventions such as art therapy, massage | 1. EEF research supports the use of behaviour interventions in supporting pupil progress. | 1,2,3,4,5 |

**Total budgeted cost: £ 142287**

# 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 2023 to 2024 academic year. 🡪

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| **Outcome** | **Success criteria** | **Impact** |
| Improved attainment in Maths and English related to starting points, linked to baseline and regular assessments | Most (circa 90%) pupils make progress year on year. Most (circa 90%) pupils achieve entry-level qualifications in English, maths and science. | Pupils are on track to maintain progression on pathways to qualifications year on year. Pupils are well prepared for post 16 provision by having a good set of functional qualifications.  In English and maths, 90% achievement was met. |
| Pupils have improved speech and language skills, they have better understanding and comprehension in social interactions and know how to ask for help or clarification | Assessment of Speech and Language targets provided by SENCO/ closure reports from NHS Speech and Language Therapists | 18 children open, 2 new to caseload.  In the Autumn term  9 of those were 100% achieved  2 were 70% or higher achieved  3 were NOT achieved.  In the Spring term  11 of those were 100% achieved  1 was 70% or higher achieved  2 were NOT achieved.  In the Summer term  6 of those were 100% achieved  1 was partially achieved so 70% or higher achieved, and 3 were NOT achieved.  Reasons for the NOT were 2 poor attendance and 1 lack of engagement from young person.  Reasons for the NOT were 1 poor attendance and 1 lack of engagement from young person.  Reasons for the NOT were 2 poor attendance and 1 from slower progress than expected from young person.  4 Children were closed at the end of the academic year. |
| Pupils have a range of strategies so they can express their feelings and emotions successfully | Assessments of school interventions and THRIVE assessments, behaviour data | Thrive is in its fourth year of being embedded within St Anthony's School.  For the academic year 2023 - 2024, Teachers profiled their classes 3 times in the year, September, January and May.  Two out of the 11 classes went up a developmental strand, showing great progress and placing them back where they should be in relation to emotional development for their chronological age.  7 classes showed progress within their developmental strand. This varied from a 4% increment up to a 30% increase.  One class made initial progress from September to January and then remained consistent and there was not further increment.  One class had a change of teacher in the middle of the year so this was deemed inconsistent profiling and not a true reflection of their potential progress. |
| Pupils have better social interaction skills, they can talk to others, play and share. They get along better with their peers. | Reports from class teacher/ THRIVE assessments |
| Disadvantaged pupils access a variety of different experiences and events. | Children will have been on termly curriculum visits, both educational and social | * Clayspace (Art) * Frameless in London (Art) * Tate modern in London (Art) * Turner Contemporary in Margate (Art) * Houses of Parliament (School council) * Gravity (Reward trip) * Cinema (local film festival) * Science Museum (Science) * Ice Skating (reward) * Revolution rock Climbing (PE) * Kayaking (PE) * Swimming Pool (PE) * Quex (Reward trip, leavers) * Spitfire Museum (Global) * Wild wood (Science) * Dover castle (Global) * Ramsgate tunnels (Global) * Clip and climb (reward) * Beach (beach school) * Under 1 roof (reward) * McDonald's (English) * Richborough Roman Fort * Marlowe Theatre (panto) * Strawberry picking (science) * Boat trip to spot seals (global/ Science) * Betteshanger (PE) * Wingham (science) * Broadlees farm lambing (Science) * Nelson Park (Social emotional) * (Social emotional) * Stonelees (Golf) * Bugsy’s Bowling * Walmer Castle (Global) * Discovery Planet (science workshops) * Port Lympne * KSENT musical * Surfschool (PE) * ASDA shopping trips * Kearnsney Abbey * Maidstone Police station (Yr 6s) * Mini Golf (reward) |
| Disadvantaged pupils leave the school with some understanding of the future and their choices, they have information about working, and different jobs and careers. | Pupils have had an opportunity to complete the prep for life curriculum. They will have been offered a range of experiences and activities to based on various professions/jobs to enable them to begin to make informed decisions about their future career choices.  KS4 pupils will have work experience. | Preparation for life is taught across all key stages as part of the PSHE curriculum.  90% of Y11 completed work experience, which is 10% increase compared to last year  Like last year, some parents were reluctant or anxious about their child doing a placement, which affected how much support they gave, sometimes their anxieties transferred to the child. |