



St Barnabas Multi-Academy Trust Antony CE Primary School 2024-25

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	94 inc. Nursery
Proportion (%) of pupil premium eligible pupils	9/83 7.47%
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)	2025-26
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Stephanie Hetherington

Pupil premium lead: Stephanie Hetherington

Governor / Trustee Lead: June Jeffries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14052
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£14052
<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>	



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. Our intent is to positively advantage pupils who are disadvantaged. Through high-quality teaching, targeted support and a rich, values-driven curriculum, we aim to diminish the difference between disadvantaged pupils and their peers. 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 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.



St Barnabas Multi-Academy Trust Antony CE Primary School 2024-25

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium learners require increased, targeted staffing to provide consistent small-group, one-to-one and in-class support that addresses learning gaps, builds confidence, and removes barriers to engagement and progress.
2	Providing rich and varied in-school experiences and events for our disadvantaged pupils.
3	Providing support for vulnerable families support for trips, residential, ICT at home.

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 standards and attainment across all subjects and especially in greater depth for disadvantaged children	Standardised tests will show an increase in standards, particularly for disadvantaged children.
Accelerated progress in reading, writing and maths for disadvantaged children across the school.	Gaps will close between the disadvantaged and their peers in all subjects.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities and residential, particularly among disadvantaged pupils



St Barnabas Multi-Academy Trust Antony CE Primary School 2024-25

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p>	1
<p>Provide targeted CPD for teachers and support staff to strengthen adaptive teaching, effective deployment of staff, and delivery of structured interventions for Pupil Premium pupils. This will ensure staff can accurately identify gaps, address misconceptions, and provide high-quality in-class, small-group, and one-to-one support aligned with classroom teaching.</p>	<p>The Education Endowment Foundation (EEF) identifies high-quality teaching as having the greatest impact on closing the attainment gap, with effective CPD being central to improving classroom practice. The EEF guidance on Making Best Use of Teaching Assistants and Effective Professional Development shows that outcomes improve when staff receive structured training, when support staff are well deployed, and when interventions are delivered with fidelity. Research also demonstrates that small-group and one-to-one approaches are most effective when staff are trained, interventions are targeted, and support is explicitly linked to high-quality classroom teaching.</p>	1

St Barnabas Multi-Academy Trust Antony CE Primary School 2024-25

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

Budgeted cost: £10302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Magma Maths as a teaching tool, intervention strategy and a bridge to home learning.</p>	<p>An online platform that uses evidence-based practices to improve teaching and learning https://www.lbq.org/</p>	<p>1</p>
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1</p> <p>1</p>



St Barnabas Multi-Academy Trust Primary School 2024-25

Antony CE

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure access to wider curriculum offer from trust-outdoor programme, residential and PE tournaments	EEF Outdoor Adventure Learning +3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learn-in-g-toolkit/outdoor-adventure-learning EEF Physical activity +1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learn-in-g-toolkit/physical-activity	2,3

Total budgeted cost: £14,052



St Barnabas Multi-Academy Trust Antony CE Primary School 2025-26

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils from 2024-2025

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.

Aim	Target	Result
Progress in Reading	All disadvantaged pupils to achieve at least EXS and positive progress measures.	100% achieved at least EXS at the end of KS2
Progress in Writing	All disadvantaged pupils to achieve at least EXS and positive progress measures.	100% achieved at least EXS at the end of KS2
Progress in Mathematics	All disadvantaged pupils to achieve at least EXS and positive progress measures.	100% achieved at least EXS at the end of KS2

Conclusion

Our analysis shows that the achievement gap between disadvantaged and non-disadvantaged learners has significantly closed across the school. In several year groups, some of our disadvantaged learners have not only caught up but have exceeded the attainment of their non-disadvantaged peers, demonstrating the impact of our targeted support and interventions.