

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St Anthony's RC Primary School				
Academic Year	2016/17	Total PP budget	£67320	Date of most recent PP Review	
Total number of pupils	184	Number of pupils eligible for PP	51	Date for next internal review of this strategy	

2. Current attainment		
<i>In this cohort several children eligible for Pupil Premium also had significant learning needs.</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in reading, writing & maths equivalent)	53%	70%
% making at least 2 levels of progress in reading (or equivalent)	1.8	0
% making at least 2 levels of progress in writing (or equivalent)	-2.57	0
% making at least 2 levels of progress in maths (or equivalent)	-0.16	0

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor speaking and listening skills
B.	Significant SEN needs
C.	Poor mathematical basic skills

<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children eligible for Pupil Premium will have achievement at least in line with national standards at KS2	Standards in line with national
B.	KS1 standards will be at least in line with national for expected for children eligible for Pupil Premium	KS1 standards in line with national
C.	Phonics Scores in Year 1 continue to be above national standards	Phonics standards above national
D.	Progress will at least be in line with national standards at end of KS2	All children make at least average progress

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B	Additional teaching assistant in EYFS	Children enter EYFS with knowledge and skills well below expected. Early intervention has been successful in ensuring excellent progress.	Monitoring of progress from baseline assessments	Mrs LG	December, March, July Pupil Progress Reviews
A, D	Lead Curriculum – Developing Leaders	Children's confidence and independent learning with a real focus ensures that reading, writing and presenting skills are developed and refined.	Evaluate and monitor programme	JS	December and March
A,D	Art of Possibilities- Partnership with IOE	Children's confidence and independent learning with a real focus ensures that reading, writing and presenting skills are developed and refined.	Evaluate and monitor programme	CH	December and July
A, B, C, D	Additional Teaching assistants in KS1 & 2	Additional adults allow more targeted group work in class	Monitor Teaching and Learning	LW	December, March, July Pupil Progress Reviews
Total budgeted cost					£34000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, D	Booster Classes Year 6 English and Maths	Targeted children require additional support in a small group	Outstanding Teachers to provide sessions	JS	July 2017
C	Phonics Catch Up	Excellent track history of improvements in Phonics results	Monitoring and Tracking of progress	LW	November, March and June
B, C,	EAL Specialist Teacher	Majority of learners in school have EAL. EAL learners have a track record of excellent achievement	Monitoring and PP Reviews	CH	December, March, July Pupil Progress Reviews
A, B, D	Extension and support classes for mathematics	Basic skills in mathematics are a school focus- focus also on more able	Monitoring and PP Reviews	LW	December, March, July Pupil Progress Reviews
B, C	Social Skills & Speech and Language groups	Many children with SEN have social communication or speech and language needs	Monitoring and PP Reviews	CH	December, March, July Pupil Progress Reviews

Total budgeted cost					£25000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C, D Improve attendance	Learning Mentor- focus on attendance	Many children eligible for PP also have poor attendance	Monitor and track attendance	KV	Half Termly
A, B, C, D	Lunch time support	Nurture groups at lunchtime ensure children with emotional needs have support	Monitor and evaluate provision	KV	December, March, July Pupil Progress Reviews
Total budgeted cost					£8320

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain high standards in phonics in Year 1	Phonics catch up classes	Phonics standards increased and well above national at 96% achieving expected	Evidence suggests good value for money	£3500
Ensure all teaching is good or outstanding	Quality First Teaching	All teaching at least good as evidenced in Ofsted Report March 2016	Continue with focus on Quality First Teaching with focus on more able	£28000
Ensure all children in EYFS make good progress from starting points	Additional adult in EYFS	Children in EYFS made very good progress from very low starting points	Additional adult allows target support which has improved outcomes at Year 1	£8000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Maintain high standards in phonics in Year 1	Phonics catch up Additional adult in class	Phonics standards increased and well above national at 96% achieving expected	Evidence suggests good value for money	£3500
Ensure Year 6 standards in line with national	Booster classes, additional adult in class	70% of children in Year 6 achieved the expected standard in Reading, writing and maths combined. Mathematics standards are significantly above national	Although standards are generally good a different approach to teaching of reading should lead to higher outcomes for children	£10000
More able learners achieve standards in line with national in maths	Extension maths classes	Standards are broadly in line with national at KS2	Good value for money at Year 6 outcomes. Focus on KS1	£5000
EAL learners achieve at least expected standard in KS1 and KS2	EAL specialist Teacher	EAL learners performed in line with others in writing but for first time in recent years did not achieve as well as other children in reading and maths	Challenge in new assessments had more of an impact on EAL learners. Approach to teaching of reading has been reviewed and changes implemented.	£8000

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure Year 6 standards in line with national	Learning mentor, attendance support	Attendance improved for whole school but still an issue for some disadvantaged children	External issues impacted negatively on attendance of some children. Continue with targeted support.	£3000
Ensure Year 2 standards in line with national	Learning mentor, attendance support	Attendance improved for whole school but still an issue for some disadvantaged children	External issues impacted negatively on attendance of some children. Continue with targeted support	£3000
Ensure children's emotional/communication needs are met	Nurture/ mentoring support Speech & language support groups	Positive impact on well being	Continue with support	£5700

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- Year 6 SATs results and school progress measures
- Raise on line
- Data Dashboard
- School tracking data for attendance, behaviour and learning

The 2015/16 cohort had many children with significant educational needs who were also eligible for Pupil Premium.