

Annex 2c: Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|--------------------------------|----------------------------------|--------|--|--|
| School | St Anthony's RC Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £54120 | Date of most recent PP Review | |
| Total number of pupils | | Number of pupils eligible for PP | 41 | 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) | | 61% |
| % making at least 2 levels of progress in reading (or equivalent) | | 0 |
| % making at least 2 levels of progress in writing (or equivalent) | | 0 |
| % making at least 2 levels of progress in maths (or equivalent) | | 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 and basic mathematical skills |
| B. | Significant SEN needs |
| C. | Poor social skills and emotional barriers to learning |
| <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 | 2017/18 | | | | |
| 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 | DLG | December, March, July Pupil Progress Reviews |
| 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 | LW | 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 |
| A,B,D | Whole school focus on vocabulary across the curriculum | Many children with EAL and or low baseline have not made expected standard by end of KS2 | Whole school focus- teachers and teaching assistants. Monitor | LW JS | Termly monitoring |
| Total budgeted cost | | | | | £26000 |
| 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 | | | | | £22000 |
|----------------------------------|--------------------------------------|---|--|-------------------|---|
| 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 | | | | | £6120 |

| 6. Review of expenditure | | | | |
|--|---|---|--|-------------|
| Previous Academic Year | | 2016/17 | | |
| 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 |
| Children in EYFS make accelerated progress from their starting points | Additional teaching assistant in EYFS | 61% of children achieved expected at end of EYFS when only 27% were expected at baseline | Good value for money and gives the children the best possible start which allows them to make at least good progress in Year 1 | £8000 |
| Improved standards at end of KS2 | Lead Curriculum – Developing Leaders | Children will develop leadership skills which would allow them to excel and make accelerated progress | Impact on pupils' problem solving skills but not in end of year SATs results- not to be continued | £3500 |
| Additional adults allow more targeted group work in class | Additional Teaching assistants in KS1 & 2 | Standards will be at least in line with national | KS1 standards above national and KS2 broadly in line. KS2 overall progress measures are above average | £20500 |
| Children's confidence and independent learning with a real focus ensures that reading, | Art of Possibilities – partnership with IOE | Standards will be at least in line with national | KS2 broadly in line with national. KS2 overall progress measures are above average | £2000 |
| 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 | 90% of children achieved expected standard at end of Year 1 despite entering Year 1 with very low standards | Evidence suggests good value for money | £8000 |
| Ensure Year 6 standards in line with national | Booster classes, additional adult in class | Although individual subject scores are broadly in line with national, only 56% of children achieved expected in reading, writing and maths. Progress data is above average for all subjects. | Although standards are generally good a different approach to teaching of reading should lead to higher outcomes for children. Not all children attended booster classes. | £3000 |
| 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. Year 2 outcomes improved and were above national | £6000 |
| EAL learners achieve at least expected standard in KS1 and KS2 | EAL specialist Teacher | EAL learners who had been in school for 5 years or more achieved well. Other children made excellent progress although in some cases did not achieve expected . | 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 | £2320 |

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
- School Data
- Data Dashboard
- School tracking data for attendance, behaviour and learning
- EYFS, Year 1 Phonics and KS1 data
- Mobility and EAL learners