

Annex 2c: Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|--|---|----------------------------------|---|--|-----------|
| School | St Anthony's RC Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget | £54120 | Date of most recent PP Review | |
| Total number of pupils | 165 | Number of pupils eligible for PP | | Date for next internal review of this strategy | July 2020 |
| 2. Current attainment | | | | | |
| <i>In this cohort 5 children were eligible for Pupil Premium and 5 out of the 5 had SEND.</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) | | | 20% | 65% | |
| Progress in Reading | | | | 0 | |
| Progress in Writing | | | | 0 | |
| Progress in Mathematics | | | | 0 | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | | |
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | | | | |
| A. | Poor speaking and listening skills and basic mathematical skills | | | | |
| B. | SEN needs | | | | |
| C. | Limited vocabulary and comprehension skills | | | | |
| External barriers <i>(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 | |

| 5. Planned expenditure | | | | | |
|---|--|--|--|------------|---|
| Academic year | 2019/20 | | | | |
| 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 | Continue to have teaching assistants in all classes | Teaching Assistants have had high quality training and support teaching and learning across the school | Continue to offer a programme of CPD. Termly meetings and monitoring | CH | December, March, July Pupil Progress Reviews |
| A,B,D | Embed school Reading Programme across KS2 and develop in KS1 | 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 | Whole school focus on writing genres- across the curriculum | 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 maths Calculation skills | KS1 standards in maths are only just in line with national and more focus is required. | Whole school focus- teachers and teaching assistants. Monitor | LW HO,C | Termly monitoring |
| Total budgeted cost | | | | | £24,000 |
| 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 2020 |
| 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 |
| 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 | | | | | £20,000 |
|----------------------------------|--------------------------------------|---|--|-------------------|---|
| 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 | | | | | £10,120 |

| 6. Review of expenditure | | | | |
|---------------------------------------|--|---|---|-------------|
| Previous Academic Year | | 2018/19 | | |
| 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 |
| A, B | Additional teaching assistant in EYFS | 60% of children achieved expected at end of EYFS when only 10% 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 |
| A,B,D | Embed school Reading Programme across KS2 and develop in KS1 | Standards at end of KS2 continue to be significantly above average. KS1 broadly in line with average | Positive impact on all areas- SATs results improved, social skills and readiness for secondary school. Key Stage 1 approach to be evaluated and developed further | £1000 |
| A, B, C, D | Additional Teaching assistants in K2 | Standards will be at least in line with national | KS2 standards improved significantly and are above average. Combined Reading, Writing , Maths 77% | £16000 |
| A,B,D | Whole school focus on maths Calculation skills | Standards in mathematics increased in KS2 | More focus and CPD required in KS1 | £1000 |
| 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 |
|------------------------|---|---|--|-------------|
| A, D | Booster Classes Year 6 English and Maths | Standards in Reading to be maintained and standards in mathematics to increase | Reading standards maintained. Standards in mathematics increased | £1000 |
| C | Phonics Catch Up | Year 1 phonics result continues to be above average | Standards in phonics have been maintained and continue to be above average | £4000 |
| B, C, | EAL Specialist Teacher | Ensure that EAL is not a barrier to high achievement- focus on reading and comprehension | EAL learners make excellent progress. Good value for money | £8000 |
| A, B, D | Extension and support classes for mathematics | All children make good progress in maths- focus on Year 5 as high number of PP and low starting points | Year 5 cohort has made excellent progress. Continue to target children for extension and support | £8000 |
| B, C | Social Skills & Speech and Language groups | Speaking and listening skills will improve and this will have a positive impact on achievement across the curriculum. | Engagement in the curriculum is excellent- monitoring indicates that behaviour is outstanding | £1000 |

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 |
|----------------------------------|--------------------------------------|---|--|-------------|
| A, B, C, D Improve attendance | Learning Mentor- focus on attendance | 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 and hold parents to account earlier | £3000 |
| A, B, C, D | Lunch time support | Support at lunch times enables targeted children to remain focussed and they are ready for learning | Continue with support | £3000 |

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