# Annex 2c: Pupil premium strategy statement (primary)

As part of your full strategy you will also wish to consider **results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

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| 1. **Summary information** | | | | | |
| **School** | St Anthony’s RC Primary School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £60,525 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 164 | **Number of pupils eligible for PP** | 45 | **Date for next internal review of this strategy** |  |

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| 1. **Current attainment**   Use levels until the alternative is established. | | | | | | |
|  | | | *Pupils eligible for PP (your school)* | | | *Pupils not eligible for PP (national average)* |
| **% achieving Expected or above in reading, writing & maths equivalent)** | | |  | | |  |
| **Progress in Reading** | | |  | | | 0 |
| **Progress in Writing** | | |  | | | 0 |
| **Progress in Mathematics** | | |  | | | 0  Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of School database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports and guidance. |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | |
|  | | Poor speaking and listening skills and basic mathematical skills | | | | |
|  | | SEN needs | | | | |
| **C.** | | Limited vocabulary and comprehension skills  Identify barriers that need to be addressed in-school, as well as external factors such as poor home learning environment and low attendance. | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **D.** | | Attendance | | | | |
| **E.** | | COVID-19 | | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | | **Success criteria**  It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged. | |
|  | Children eligible for Pupil Premium will have achievement at least in line with national standards at KS2 | | | | Standards in line with national | |
|  | KS1 standards will be at least in line with national for expected for children eligible for Pupil Premium | | | | KS1 standards in line with national | |
|  | Phonics Scores in Year 1 continue to be above national standards | | | | Phonics standards above national | |
|  | Progress will at least be in line with national standards at end of KS2 | | | All children make at least average progress aaaaveragepprogressprogress | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2020/21** | | | | |
| 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  You may have more than one action/approach for each desired outcome. | | | | | | |
| 1. **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 Year 1 and Reception Class | | Early intervention to ensure children have basic literacy and numeracy skills | Continue to offer a programme of CPD. Termly meetings and monitoring | JS | December, March, July  Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress.  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,D | Develop on line reading scheme and use across school | | During COVID pandemic to reduce transference of resources to and from school. Reading books are in book bands. Remote group reading activities can be taught to ensure progression. | Training given to all staff- English subject leader to monitor allocation of books. Evaluate and monitor |  |  |
| 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  Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress.  Pupil Progress Reviews |
| A,B,D | Whole school focus on maths Calculation skills    We will now write to the employee at their home address to give them full details.    The Occupational Health professional’s time is very limited and very expensive. We therefore ask for your co-operation to ensure the employee attends their appointment. We currently have a 20% ‘no show’ rate, which wastes resources and slows down the medical assessment process, hence this appeal for your co-operation.    If the employee is at work, please ensure the appointment is in their calendar/ diary and remind them of the importance of attendance.    If they are absent from work, please ensure you maintain a dialogue with them, and again remind them of the appointment.    If they do have to cancel the appointment please ensure that the occupational health unit are given advance notice, so we can try to fill that slot with someone on our waiting list    If 2 appointments are missed without good reason, then the manager will need to make a decision on the next course of action required, without reference to a medical report.    It is in the interests of the employee to keep the appointment with Occupational Health and have the opportunity to discuss their condition, so please do all you can to encourage them to attend.    Kind regards    Sharon Howell  Occupational Health Administrator  Occupational Health Unit  0208 313 4383  REPLY ALL FORWARD  CONTINUE EDITING DISCARD  Mark as unread  https://mail.lgflmail.org/owa/admin@st-anthonys.bromley.sch.uk/service.svc/s/GetPersonaPhoto?email=cexoccu%40bromley.gov.uk&UA=0&size=HR96x96  CEX Occupational Health (Group) <CEXOCCU@bromley.gov.uk>  Tue 10/01/2017 16:45  Inbox  Dear Lorna    Many thanks for your occupational health referral for Michelle Reinke    An appointment has therefore been made for: Monday 16th January 2017 at 11:00am    We will now write to the employee at their home address to give them full details.    The Occupational Health professional’s time is very limited and very expensive. We therefore ask for your co-operation to ensure the employee attends their appointment. We currently have a 20% ‘no show’ rate, which wastes resources and slows down the medical assessment process, hence this appeal for your co-operation.    If the employee is at work, please ensure the appointment is in their calendar/ diary and remind them of the importance of attendance.    If they are absent from work, please ensure you maintain a dialogue with them, and again remind them of the appointment.    If they do have to cancel the appointment please ensure that the occupational health unit are given advance notice, so we can try to fill that slot with someone on our waiting list    If 2 appointments are missed without good reason, then the manager will need to make a decision on the next course of action required, without reference to a medical report.    It is in the interests of the employee to keep the appointment with Occupational Health and have the opportunity to discuss their condition, so please do all you can to encourage them to attend.    Kind regards    Sharon Howell  Occupational Health Administrator  Occupational Health Unit  0208 313 4383 | | 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** | | | | | | £20,000 |
| 1. **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 | Small group teaching support across KS2 | | Targeted children require additional support in a small group | Outstanding Teachers to provide sessions | RB | January 2021 |
| C | Phonics Catch Up | | Excellent track history of improvements in Phonics results | Monitoring and Tracking of progress | RB | 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 | LW | December, March, July  Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress.  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 | LW | December, March, July  Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress.  Pupil Progress Reviews |
| **Total budgeted cost** | | | | | | £15,525 |
| 1. **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  Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress.  Pupil Progress Reviews |
| A, B, C, D | Pastoral support | | Since lockdown some children may experience emotional difficulties | Trained staff to provide mentoring, coaching or counselling | JS |  |
| **Total budgeted cost** | | | | | | **£25,000**  Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019/20** | | |
| 1. **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 | REPLYREPLYAdditional Teaching assistants inREPLY ALL FORWARD 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        We will now write to the employee at their home address to give them full details.    The Occupational Health professional’s time is very limited and very expensive. We therefore ask for your co-operation to ensure the employee attends their appointment. We currently have a 20% ‘no show’ rate, which wastes resources and slows down the medical assessment process, hence this appeal for your co-operation.    If the employee is at work, please ensure the appointment is in their calendar/ diary and remind them of the importance of attendance.    If they are absent from work, please ensure you maintain a dialogue with them, and again remind them of the appointment.    If they do have to cancel the appointment please ensure that the occupational health unit are given advance notice, so we can try to fill that slot with someone on our waiting list    If 2 appointments are missed without good reason, then the manager will need to make a decision on the next course of action required, without reference to a medical report.    It is in the interests of the employee to keep the appointment with Occupational Health and have the opportunity to discuss their condition, so please do all you can to encourage them to attend.    Kind regards    Sharon Howell  Occupational Health Administrator  Occupational Health Unit  0208 313 4383  REPLY ALL FORWARD  CONTINUE EDITING DISCARD  Mark as unread  https://mail.lgflmail.org/owa/admin@st-anthonys.bromley.sch.uk/service.svc/s/GetPersonaPhoto?email=cexoccu%40bromley.gov.uk&UA=0&size=HR96x96  CEX Occupational Health (Group) <CEXOCCU@bromley.gov.uk>  Tue 10/01/2017 16:45  Inbox  Dear Lorna    Many thanks for your occupational health referral for Michelle Reinke    An appointment has therefore been made for: Monday 16th January 2017 at 11:00am    We will now write to the employee at their home address to give them full details.    The Occupational Health professional’s time is very limited and very expensive. We therefore ask for your co-operation to ensure the employee attends their appointment. We currently have a 20% ‘no show’ rate, which wastes resources and slows down the medical assessment process, hence this appeal for your co-operation.    If the employee is at work, please ensure the appointment is in their calendar/ diary and remind them of the importance of attendance.    If they are absent from work, please ensure you maintain a dialogue with them, and again remind them of the appointment.    If they do have to cancel the appointment please ensure that the occupational health unit are given advance notice, so we can try to fill that slot with someone on our waiting list    If 2 appointments are missed without good reason, then the manager will need to make a decision on the next course of action required, without reference to a medical report.    It is in the interests of the employee to keep the appointment with Occupational Health and have the opportunity to discuss their condition, so please do all you can to encourage them to attend.    Kind regards    Sharon Howell  Occupational Health Administrator  Occupational Health Unit  0208 313 4383 | Standards in mathematics increased in KS2 | More focus and CPD required in KS1 | £1000 |
| 1. **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 |
| 1. **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 |

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| **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   COVID-19- evaluation of 2019/20 unable to be completed adequately |