

Pupil premium strategy statement

1. Summary information					
School	St. Anthony's School				
Academic Year	2018-2019	Total PP budget	£33,604.20	Date of most recent PP Review	July '18
Total number of pupils	469	Number of pupils eligible for PP	27 (25+2)	Date for next internal review of this strategy	July '19

2. Current attainment				
KS2 results 2018	School data		National data	
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
Reading, writing and maths % at EXP+	100%	73%	48%	67%
Reading % at EXP+	100%	79%	62%	77%
Writing % at EXP+	100%	85%	66%	81%
GPS % % at EXP+	100%	88%	65%	80%
Maths % at EXP+	100%	85%	61%	79%
KS1 results 2018				
100% of our non-mobile pupil premium children achieved EXP+ in Reading, Writing and Maths.				
EYFS results 2018				
	% meeting or exceeding ELGs		% making typical or more progress	
	Pupil Premium	Whole cohort	Pupil Premium	Whole cohort
Communication and Language	80%	55%	100%	100%
Physical Development	80%	65%	100%	92%
Personal, Social and Emotional Development	80%	63%	100%	95%
Literacy	40%	48%	100%	95%
Maths	54.4%	55%	100%	91.7%
Understanding the World	60%	43%	100%	94%
Expressive Arts and Design	60%	60%	100%	94%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Disadvantage compounded by SEN and/or EAL.	
B.	Gaps in learning: lower ability children, mobile pupils and children who have missed significant periods of school time.	
C.	Speech and Language in the early years.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality.	
E.	Low expectations and aspirations: poor parental engagement, inability to support children's learning at home.	
F.	Complex family circumstances: relationships, financial, dysfunctional, social and emotional issues.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged children with SEN or EAL show good progress across termly tracking and at year end.	PP children make good progress from their starting points each year.
B.	Pupils catch up and achieve ARE in Reading, Writing and Maths.	The difference between the attainment of PP children and 'others' in Reading, Writing and Maths is diminished.
C.	Improved receptive and expressive language with enriched vocabulary.	Increase in GLD for EYFS pupils and increase in numbers achieving ARE.
D.	Pupils have good attendance and punctuality with a reduction in number of persistent absentee pupils.	Attendance matches national at 96% with fewer 'lates' and persistent absentees recorded for the children concerned.
E.	Families work in partnership with the school. Daily reading and homework is completed. Children become motivated and independent learners.	Parents attend support sessions and meetings organised by the school resulting in increased engagement and support with their child's learning at home.
F.	High quality teaching, learning, pastoral care and personalised support ensures equality of provision for PP children, including our higher attainers.	Children have equality of access to provision in school and beyond the school day, enabling them not to be seen as different to any other pupil and to develop a sense of belonging.

5. Planned expenditure					
Academic year	2018 – 2019				(22 + 7)
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?
C. To improve speech and language and enrich vocabulary in the EYFS	Nursery staff to deliver the WellComm intervention programme. Targeted Reception children to continue WellComm with the INCo.	Proven success over the last few years.	Monitored termly through SMT observation and INCo participation.	INCo	Annually – July 2019
A. Disadvantaged children with EAL and SEN make good progress.	Targeted additional staffing: Timetable the use of additional adults to support Guided Reading.	Proven success over a number of years	Monitored through observation and pupil progress meetings.	Head	Annually – July 2019
	Deploy bilingual TAs to support targeted EAL pupils in class and individually.	Proven success of ensuring progress for EAL pupils.	Monitored through observations and Performance Appraisal meetings.	Head, deputy and INCo	Annually – July 2019
	Employ a TA to meet the identified needs of PP children, working with them in class and individually.	Our PP children across a wide age range (Nursery to Y6) have such a variety of differing needs. It was agreed that the best approach was to individualise support. This was achieved through careful selection and training of the TA	Monitored through observation and discussion with class teachers and PP TA.	Deputy head	Annually – July 2019
	Maintain our successful 1:1 Reading programme	Proven success over a number of years	Monitored termly through pupil progress meetings	INCo	Annually – July 2019

<p>B. Pupils 'catch up' and achieve ARE in Reading, Writing and Maths.</p>	<p>Intervention programmes:</p> <p>Trained TAs deliver a Rapid Phonics intervention programme for identified pupils in Y1, Y2 and Y3.</p> <p>A short 'catch up' Maths intervention will be trialled in Y1 classes by the TA and INCo.</p> <p>KS2 Comprehension intervention programmes are delivered by trained TAs in Y4 to Y6 classes.</p> <p>A KS2 Spelling intervention is being developed.</p> <p>A KS2 Big Maths intervention is being trialled in Y6.</p>	<p>Proven success over a number of years.</p> <p>A need was identified for which this programme may be a possible solution.</p> <p>Proven success last year.</p> <p>The delivery of last year's programme has been modified.</p> <p>A new programme has been purchased to address gaps and common errors in children's knowledge that 'hold them back'.</p>	<p>Monitored through observations, discussion and testing.</p> <p>Monitored by the INCo through participation.</p> <p>Monitored by the INCo through observation and discussion.</p> <p>Monitored by the Head and INCo through observation and discussion with class teachers</p> <p>Monitored through meetings with the TA</p>	<p>INCo</p> <p>INCo</p> <p>INCo</p> <p>INCo</p> <p>INCo</p>	<p>Termly</p> <p>Half termly</p> <p>Annually – July 2019</p> <p>Annually – July 2019</p> <p>Annually – July 2019</p>
<p>F. High quality teaching and learning motivates our children to be successful and enjoy learning.</p>	<p>Additional targeted support:</p> <p>English and Maths booster classes, with a motivational aspect, take place after school and at weekends. These allow all children to feel equal, with a sense of shared belonging which inspires them to succeed.</p> <p>1:1 and 1: small group Maths tuition is delivered by about eight of our trained teachers. Working with a unified sense of purpose, staff and children achieve outstanding results with the support of parents.</p>	<p>Proven success over a number of years.</p> <p>Proven success over a number of years.</p>	<p>Monitored and evaluated by the Headteacher through results.</p> <p>Monitored and evaluated by the Headteacher through results and participation.</p>	<p>KS2 Coordinator</p> <p>KS2 Coordinator</p>	<p>Annually – July 2019</p> <p>Annually – July 2019</p>
Total budgeted cost					£22,195.00

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?
F. Support a family with severe complex needs and enable a pupil to begin to engage with learning.	Employ and work with a 'Life coach' to support the family and bring about change.	Child with emotional problems not engaging with learning at all and in danger of underachieving.	Regular meetings with family members and professionals involved.	INCo	Annually – July 2019
F. Provide pastoral care and personalised support for PP children in unique need.	Our INCo is trained to provide some counselling, bereavement support and protective behaviours work as required.	This provision supports children with vital coping strategies, enabling them to achieve.	Monitored through SMT observation and discussion.	INCo	Annually – July 2019
F. Provide support for pupils in KS2 with social and emotional difficulties.	A board/indoor games club for targeted children supports them in coping with the challenges of the school day, by providing a secure and nurturing environment at lunchtimes.	Teachers agreed to trial this to fulfil an identified need for an increasing number of children.	Monitored through discussion with class teachers.	KS2 coordinator	Termly
F. Ensure all disadvantaged children are able to access additional opportunities available to others at school.	The school subsidises school trips, before and after school clubs as well as providing items of uniform and school equipment for some disadvantaged pupils.	Disadvantaged pupils need to have the same experiences and opportunities as others.	Through differentiated letters and close liaison with office staff.	Head and PP coordinator.	Annually – July 2019
Total budgeted cost					£8,900.00
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?

E. Parental engagement in their own and their children's learning.	Family/adult learning sessions in English and Maths.	External providers run courses for parents with and without their children, increasing parental involvement in their own and their child's learning.	Monitored by the INCo through parental and course leader feedback	INCo	Annually – July 2019
	Teacher led parenting sessions with interpreters if required, especially in the EYFS.	These enable parents to be able to support their child's learning at home as well as make them aware of age appropriate expectations for their child.	Through parent evaluations.	INCo	Annually – July 2019
D. To improve attendance and punctuality	Provide free breakfast club places for vulnerable children.	Children have breakfast at school and are ready to learn on time every day.	Monitored daily through breakfast club and attendance records	Head	Annually – July 2019
	Provide daily 1:1 reading at 9.00 am so that children's punctuality is improved.	Children, and parents, are motivated to arrive at school on time every day.	Monitored daily through tutor and attendance records	Head	Termly

Total budgeted cost **£2,600.00**

6. Review of expenditure

Previous Academic Year

2017 - 2018

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
To improve Speech, Language and Communication in the EYFS.	Deliver Time to Talk and WellComm intervention programmes.	In Nursery, 88% of PP children made typical progress in the prime areas of learning, exceeding the whole cohort (82%). In Reception, 100% of PP children made typical progress in the Prime areas of learning compared to 82% of the whole cohort. Progress in C&L for PP children both in Nursery (88%) and Reception (100%) was in line with that of the whole cohort.	This programme is important and effective for our children who enter school with very low attainment in Speech, Language and Communication. We will maintain it.	£1,000.00
Disadvantaged children with SEN and EAL make good progress.	Deploy additional adults to support: EAL children, individual PP needs, Guided reading, 1:1 reading, early SEN intervention.	Polish and Portuguese bi-lingual TAs supported children's learning from Nursery to Y6. More PP children allowed us to use additional funding to increase the hours of these and the PP TA who supports a range of individual needs. Guided and 1:1 reading continue to be successful, improving children's comprehension and vocabulary.	We will continue to timetable our bilingual TAs across the school. Our PP TA will be given additional hours to support individual needs and SEN group support will continue. Reading interventions have been highly effective and will continue. All interventions will be refined by the INCo in the light of experience this year.	£11,400.00
Pupils 'catch up' and achieve ARE in Maths, Reading and Writing.	Trained TAs to deliver a variety of interventions.	These were all effective, especially comprehension. Class teachers reported Transfer of skills into the classroom.	Comprehension interventions have been effective. KS1 and KS2 Maths interventions will be introduced next year.	£1,000.00
High quality teaching motivates our children to succeed.	Booster classes and small tuition groups.	Analyses of data showed these programmes were effective in raising levels and motivating children.	These programmes are modified annually to meet the needs of our expanded school. Analyses show they remain successful and will, therefore, be used again next year.	£1,000.00

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
Pastoral care and personalised support is available.	Individual pastoral support provided by the INCo.	Bereavement counselling transgender support, protective behaviours work and pastoral care enabled children to cope and achieve at school.	Our trained INCo provided essential support for our needy and vulnerable pupils this year. Secondary school transition meetings, preparation and support for a child and family were essential.	£9,700.00
Ensure all disadvantaged children can access the additional opportunities available to others at school.	Financial support for disadvantaged pupils enabling them to have full participation in school life, ensuring equality of educational opportunity and improving their life chances.	Subsidising before school Breakfast Club places, enabled targeted children to have a healthy start to the day and promoted good attendance. Subsidised after school club places supported the development of speech, language and communication skills and met social and emotional needs. Trip and uniform subsidies enabled certain pupils to appear in school uniform and take a full part in school life whilst remaining unidentified amongst their peers.	PP funding allows us to use our discretion and subsidise activities, resources and opportunities for our financially and socially disadvantaged children. The amount of subsidy for visits and trips will need to be increased next year.	£4,440.00

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
Parents are enabled to engage in their own and their children's learning.	A variety of parenting sessions are delivered across the complete age range, in order to help parents support their children's learning effectively.	Parents are targeted to attend and a reasonable response from parents of PP children was noted. Evaluations indicated their appreciation, new knowledge and their intention to implement our advice.	We will continue to provide all the support to parents that we can. We firmly believe that parental engagement in a child's learning is a crucial to the child's success.	£550.00

7. Additional detail
Please see results in Section 2 to see the full impact of our provision.

8. Parents' Information

At St. Anthony's we are aware that our school is missing out on funding and we encourage all parents, whose children are eligible for Free School Meals, to apply straight away.

For every Reception to Y6 child registered, St. Anthony's gets £1,320.00 this year and £302.10 for every Nursery child.

Do you qualify?

You can register your child for Free School Meals if you get any of these benefits:

- Income support
- Income-based Jobseeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190.00)
- Pension Credit (Guarantee Credit)
- Support under part VI of the Immigration and Asylum Act 1999
- Working Tax Credit 'run-on' – paid for 4 weeks after you stop qualifying for Working Tax Credit.

Please register as soon as possible to make sure your child doesn't miss out.

Remember:

- If your child already receives Universal Free School Meals, because they are in Y2 or younger, registering will entitle them to many further free benefits at school
- Registering that a child is eligible for Free School Meals is confidential.

For children in Y3 and above:

- Free healthy meals at lunchtime will save you more than £430.00 a year
- Your child will remain unidentified in the dining room
- If you don't want your child to have school meals they can still bring a packed lunch from home – the school will still get £1,320.00 extra
- Registering will entitle your child to many further free benefits at school.

Please help us to help our children.