

Pupil premium strategy statement

School overview

Metric	Data
School name	St. Anthony's Catholic Primary School
Pupils in school	455
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£43,040.00
Academic year or years covered by statement	2020 - 2021
Publish date	July 2020
Review date	July 2021
Statement authorised by	Mrs. P. Wilson
Pupil premium lead	Mrs. E. Harrold
Governor lead	Dr D Callaghan

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	4.08
Writing	4.61
Maths	2.76

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	20%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all children in receipt of Pupil Premium Funding achieve good recovery from Covid-19 school closure and catch up missed learning
Priority 2	To provide high quality teaching which motivates the children to succeed
Barriers to learning these priorities address	<ul style="list-style-type: none">Disadvantage compounded by SEN and/or EAL

	<ul style="list-style-type: none"> Gaps in learning: lower ability children, mobile pupils and children who have missed significant periods of school time Attendance and punctuality.
Projected spending	£43,040.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve national average progress scores in KS2	July '21
Progress in Writing	To achieve national average progress scores in KS2	July '21
Progress in Mathematics	To achieve national average progress scores in KS2	July '21
Phonics	To achieve national average expected standard in the Y1 Phonics Check	July '21
Other	To improve attendance to match national at 96% with fewer 'lates' and persistent absentees recorded for the children concerned.	July '21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	For staff (teachers and TAs) to deliver a range of appropriate and targeted interventions, small group and 1:1 tuition i.e. WellComm – EYFS; Rapid Phonics - Y1-Y3; 1:1 Reading - Y1-Y6; Bi-lingual support, Maths and Comprehension interventions in KS1 and KS2
Priority 2	Teacher led parenting sessions, with interpreters if required, especially in the EYFS.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Speech and Language in the Early Years Low expectations and aspirations: poor parental engagement, inability to support children's learning at home.
Projected spending	£33,100.00

Wider strategies for current academic year

Measure	Activity
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Priority 1	Provide support for pupils with social and emotional difficulties.
Priority 2	Ensure all disadvantaged children are able to access additional opportunities available to others at school.
Barriers to learning these priorities address	Complex family circumstances: relationships, financial, dysfunctional, social and emotional issues.
Projected spending	£10,050.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To plan teaching to address gaps created by prolonged school closure and support the catch up of children at most need of recovery	Accurate use of assessment to identify specific areas for action and groups requiring additional support
Targeted support	Delivering sufficient, appropriate interventions across all year groups. Empowering parents to support their children's learning	Careful timetabling of teachers and TAs to maximise group and 1:1 opportunities. INCos involvement in coordinating the school's approach to engage hard to reach parents
Wider strategies	Involving target children appropriately to address unmet needs	Ensuring regular dialogue with all teachers to identify children who would benefit from support

Review: last year's aims and outcomes

Aim	Outcome
For all children to make good progress as a result of carefully deployed additional staff, 'catching up' to achieve ARE in Reading, Writing and Maths	All children eligible for PP funding made expected or higher progress in Reading, Writing and Maths, without exception, by the 20 th March 2020 when school had to close for Covid-19 (school tracking). Please also see pupil progress scores for the last academic year in Section 2.
To ensure personalised pastoral support for children with extreme needs, and provision for children with social and emotional difficulties as well as enabling 'equal access' for all disadvantaged children to the experiences and opportunities available at school	All children received quality care and support according to need from the INCos and class teachers. All disadvantaged children received free places on trips and visits (including swimming), some were allocated free breakfast/after school club places and gifts of uniform and school equipment as appropriate to enable full participation in school life.

<p>To engage parents in their own and their children's learning and improve attendance and punctuality</p>	<p>All class teachers held information sessions for parents to enable them to support their child's learning at home. Our Early Years classes held several parenting sessions. Unfortunately external agencies were unable to provide adult learning courses this year. Attendance for PP children up to February half-term 2020 was 94.7% (89.4% for the same period in 2019). This year, for the same period, we had 10 PP children late 53 times compared to 16 PP children late 138 times the previous year and persistent absentees dropped to three from four.</p>
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