

Pupil premium strategy statement

1. Summary information					
School	St. Anthony's School				
Academic Year	2019-2020	Total PP budget	£43,560.00	Date of most recent PP Review	July '19
Total number of pupils	458	Number of pupils eligible for PP	33	Date for next internal review of this strategy	July '20

2. Current attainment				
KS2 results 2019	Pupils eligible for PP		Pupils not eligible for PP	
	School	National	School	National
Reading, writing and maths % at EXP+	60%	51%	76%	65%
Reading % at EXP+	80%	62%	86.6%	73%
Writing % at EXP+	100%	68%	88%	78.5%
GPS % % at EXP+	100%	67%	91%	78%
Maths % at EXP+	80%	67%	82%	78.7%
KS1 results 2019				
100% of our pupil premium children achieved EXP+ in Reading, Writing and Maths.				
EYFS results 2019				
	% meeting or exceeding ELGs		% making typical or more progress	
	Pupil Premium	Whole cohort	Pupil Premium	Whole cohort
Communication and Language	50%	63.3%	100%	98.3%
Physical Development	50%	75%	100%	100%
Personal, Social and Emotional Development	62.5%	75%	100%	100%
Literacy	37.5%	55%	87.5%	98.3%
Maths	37.5%	63.3%	87.5%	98.3%
Understanding the World	50%	58.3%	100%	100%
Expressive Arts and Design	62.5%	73.3%	100%	100%

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	2019 – 2020				
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 and EYFS staff.	Proven success over the last few years. However, it will start earlier this academic year. PPTA to focus on additional Literacy and Maths support in Reception classes.	EYFS coordinator to monitor regularly. Quality assured through INCo participation.	INCo	Annually – July 2020
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 2020
	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 2020
	PP 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 continue to individualise support. This is achieved through matching PP TA timetable to CTs' audits.	Monitored through observation and discussion with class teachers and PP TA.	Deputy head	Annually – July 2020
	Maintain our successful 1:1 Reading programme	Proven success over a number of years	Monitored termly through pupil progress meetings	INCo	Annually – July 2020

<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 used again in Y1 classes by TAs 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 was trialled in Y6.</p>	<p>Proven success over a number of years.</p> <p>A need was identified for which this programme which was successfully trialled last year.</p> <p>Proven success last year.</p> <p>The delivery of last year's programme has been modified further with a more individual class approach.</p> <p>A new programme, trialled in Y6, will better suit Y3 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 by Head and INCo through meetings with the TA and CTs.</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 2020</p> <p>Annually – July 2020</p> <p>Annually – July 2020</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 2020</p> <p>Annually – July 2020</p>

Total budgeted cost					£31,050.00
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. 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 2020
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.	This was trialled very successfully last year. Teachers agreed to continue this club as it fulfils 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 2020
Total budgeted cost					£11,150.00
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 2020
	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 2020

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 2020
	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
	Develop strategies to promote good attendance and punctuality.	Close liaison between HT, SBM and AIO to maintain existing and create new ways to work with parents and improve attendance and punctuality.	Through regular monitoring meetings and awards presented to children.	SBM	Half termly

Total budgeted cost £3,100.00

6. Review of expenditure

Previous Academic Year

2018 – 2019

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 the WellComm intervention programme.	By the end of Reception, 98.3% of children made typical progress and 95% made more than typical progress in CL. Progress of PP children made 100% in CL, which is higher than that of the whole cohort and non-PP children.	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.	£1,500.00
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.	Several 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 the PP TA who supports a range of individual needs. Good KS1 results were attained. 100% of PP pupils achieved Exp+ in Reading, Writing and Maths. Guided and 1:1 reading continues to be successful, improving children's comprehension and vocabulary.	We will continue to timetable our Portuguese and Polish bilingual classroom assistants across the school. Our PP TA will be given further 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 and repeated this year. KS1 Maths interventions were introduced and will be repeated next year. KS2 Maths intervention will be modified and used in Y3 next year	£1,500.00
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 will be further refined but retained next year as they have proven to be effective.	£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, protective behaviours work and pastoral care enabled children to cope and achieve at school.	Our trained INCo will continue to provide such skilled support for our needy and vulnerable pupils. More INCo hours will be needed next year.	£3,700.00
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. Subsidies for trips and visits were increased this year.	PP funding will allow us to use our discretion and subsidise activities, resources and opportunities for our financially and socially disadvantaged children. New wording on trip letters to parents, may have contributed to an increase in parents applying for PPG. This will be continued.	£5,440.00
Support a family with severe complex needs and enable a pupil to begin to engage with learning.	A life coach was employed. School incentives were offered. Many additional interventions were provided at school.	Only partial success was achieved as full pupil and parental cooperation could not be engaged. However, interventions were successful. The pupil achieved Exp+ at the end of KS2 SATs in Reading, Writing and GPS. An improved attitude to learning was noted and consequently improvements in attainment.	More complex family behaviours and needs were uncovered. Funding for the Life Coach will now cease as the pupil transferred to secondary school. However, for an appropriate pupil in the future, this will be reconsidered.	£4,500.00
Provide support for pupils in KS2 with social and emotional difficulties	Individual support provided by the INCo.	This was successful with the child but also with the parent. It proved to be an ideal way to promote and facilitate good communication between home and school which otherwise would not have been achieved.	This support is important and will continue to be provided when necessary. We are currently training a new INCo and she will be mentored to be able to take over some of these cases from the INCo who is reducing her hours.	£1,500.00
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

<p>Parents are enabled to engage in their own and their children's learning.</p>	<p>A variety of parenting sessions are delivered across the complete age range, in order to help parents support their children's learning effectively.</p>	<p>Improved attendance at our parenting sessions was noted and evaluations showed that parents valued them as being worthwhile</p>	<p>We will continue to provide all the support for parents that we can. Seeing the parents engage with their child's learning has been rewarding. Children definitely are benefitting from this.</p>	<p>£1,550.00</p>
<p>To improve attendance and punctuality.</p>	<p>Working closely with our AIO and employing new strategies to use with pupils and parents to raise awareness of, and promote, good attendance.</p>	<p>Attendance for PP children showed a slight improvement this year (95.1% - 2019). This has increased from 94.3% (2018) last year.</p>	<p>We will continue to implement these strategies as good attendance is crucial to achievement, particularly for PP children. In addition, we have identified two pupils for whom punctuality is an issue that needs to be addressed. We will be looking at possible ways to improve this for next year.</p>	<p>£1,600.00</p>

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.