



St Anthony's Catholic Primary School

Pupil Premium Report

Pupil premium spending 2019-2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2020
Total number of pupils:	236	Total pupil premium budget:	£107, 520
Number of pupils eligible for pupil premium:	74	Amount of pupil premium received per child:	£1320

STRATEGY STATEMENT

A number of strategies and interventions are implemented to successfully overcome barriers to learning.

- *Raise standards and rates of progress in English and Maths*
- *Pastoral support*
- *Attendance support*
- *Opportunities for children that they may not have access to*

This includes:

Tutoring for English and Maths, Subsidising trips , Child and Family support , Training and Resources to develop reading across school , Training and development to develop teaching and learning across school (Collaborative learning/ Coaching), Mentoring, Extra-curricular clubs, Blogging project, Additional staffing

- *This comprises of:*
 - *Additional part time TA in Reception ensuring each class has a teaching assistant*
 - *Releasing Deputy Head to work with groups, staff, school development, training, raise standards in KS2*
 - *Releasing EYFS lead to support standards in EYFS*
 - *Releasing SENCO to work with and monitor groups of learners*
 - *Speech and language therapist*
 - *Provision of a Child and Family worker*

Assessment information 2018-19

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	38%	67%	72%
Reading	38%	70%	77%
Writing	38%	70%	74%
Number	38%	70%	80%
Shape	38%	70%	82%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
91%	95%	82

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	42%	70%	
% making expected progress in reading	91.6% , 33% exceeding	77%	75%
% making expected progress in writing	100% 25% exceeding	73%	69%
% making expected progress in maths	92%, 58% exceeding	80%	76%

END OF KS2				
	Pupils eligible for PP		2019 Data outcomes	
			School	National All pupils
% achieving expected standard or above in reading, writing and maths	83%	% achieving expected standard/ greater depth in rwm	All pupils 90% 27% PP 82% 18%	All pupils 65%
% making expected progress in reading	94%, 33% exceeding	% achieving expected standard/ greater depth in reading	PP 83% / 39% Non pp 100% 50%	72% /
% making expected progress in writing	100% 17% exceeding	% achieving expected standard/ greater depth in writing	PP 83% / 22% Non pp 100% 42%	78% /
% making expected progress in maths	100% 33% exceeding	% achieving expected standard/ greater depth in maths	PP 94% 39% Non pp 100% 58%	79% /

Barriers to learning 2019-20

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children enter school, on average, well below the expected levels.
B	Communication, language and Literacy (CLL) and numeracy are key areas of weakness on entry to school, alongside social and emotional development. Limited speech and language skills impact on learning.
C	Levels of Special Educational Needs are above national average. 22% of pupils in school. Of PP 35% of pupils are SEN.
D	Pupils being 'ready to learn' in class with significant pastoral needs.

ADDITIONAL BARRIERS

External barriers

E	Low attendance is a longstanding issue in the area.
F	Access to resources, books, life experiences, lack of cultural development
G	Low aspirations about what can be achieved.
H	A lack of regular routines including home reading, homework, spellings, being ready to learn with correct equipment
I	Lack of parental engagement

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<p>Children enter school, on average, well below the expected levels. –</p> <p>Children make better than expected progress throughout their St Anthony's journey through quality first teaching.</p>	<p>Data at end of KS2 shows the progress children have made throughout school.</p> <p>Evidence through pupil progress meetings.</p>
B	<p>Training staff to deliver high quality speech and language provision.</p>	<p>Staff are confident in delivery and impacts on children's speech and language.</p>
C	<p>Through targeted children and family support parental engagement increases, perceptions of education are enhanced.</p> <p>Children are ready to learn. Disadvantaged pupils' attendance increases from 94.16%</p>	<p>Disadvantaged pupils attendance (currently 94.16%) increases to close the gap on National (96.4%)</p> <p>Parents to be more actively involved in the learning process of their children.</p>
D	<p>Pupils have raised aspirations and know how to be successful and what is required to achieve these aspirations</p>	<p>Pupils to have a broader experience with extended school opportunities.</p>
E	<p>Pupils are exposed to a wide range of social / cultural and sporting experiences</p>	<p>Pupils attend events / visits to places that would not normally be exposed to.</p>

Planned Expenditure 2019-20

Quality First Teaching					
Desired Outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To increase the percentage of PP pupils achieving expected and greater depth expectations and to make better than expected progress.	Teacher to pupil ration to be increased at Y6.	Smaller class size means disadvantaged pupils can access more teacher feedback and 1:1 support.	Monitoring processes. Pupil progress meetings	HT, DHT, subject leaders	Termly
	Ensure each class has TA support. Increased support in Reception and Y1.	Increasing the adult: child ratio so children can be supported in lessons and have the feedback that makes a difference in lesson and reduce amount of pupils needing intervention.	Monitoring processes. Pupil progress meetings Intervention assessments Assessments PIRA / Puma etc.	HT, DHT, SENCO	Termly
	Training and development of teaching and learning across school (Kagan Collaborative learning / Coaching) KAGAN training for all staff to develop memory recall for pupils.	Monitoring processes have highlighted the impact of Kagan structures for all learners.	Monitoring processes. Pupil progress meetings	Teaching lead. DHT HT	Termly
	Coaching of staff – to ensure QFT across the curriculum. Use of video technology to share practice / coaching.	The biggest impact is the highest quality teacher at the point of the lesson. Feedback and intervention at the point of the learning to improve. Evidence from Sutton Trust.	Monitoring processes	Teaching lead AO	Termly

	<p>Releasing EYFS leader to support teaching and learning and standards across EYFS.</p> <p>Having an extra TA in Reception in the mornings to support quality first teaching and carry out interventions.</p>	<p>Evidence shows early intervention is vital. Develop teaching and learning across EYFS.</p> <p>Develop planning, observation and assessment cycle.</p> <p>Improve documentation of learning.</p> <p>Use a range of early interventions to support learners.</p> <p>Coaching of staff.</p>	<p>Monitoring processes.</p> <p>GLD increases to at least 73%</p>	EYFS lead , SLT	Weekly
	<p>Purchase of home reading materials to further support reading at home.</p>	<p>Children having access to high quality texts suitable to their reading ability embeds and improves reading fluency and accuracy and increases parental involvement.</p>	<p>Monitoring of home reading records by teachers and TAs.</p> <p>Challenge and support given to children and families were not meeting expectations.</p>	Class teachers	Weekly
<i>Total estimated cost:</i>					£57,370

Targeted support					
Desired Outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Daily reading with identified pupils	Daily reading with an adult each day to close gap.	Research has shown that through better reading an additional reading development of +4 months in a 12 month period.	PIRA test Salford Reading tests	KWh, JM, AO	Termly
For pupil to have basic needs met and are ready physically, mentally and emotionally to learn.	CFW support Learning Mentor time	<p>To ensure pupils are ready to access learning.</p> <p>To build relationships with pupils / families.</p> <p>To liaise with SENCO and SEMH team where necessary.</p>	Reports to SLT and Governors.	CFW	Half termly

1:1 Maths tutoring for children across KS2.	Children identified from Y3-6 to be tutored before school / after school by maths tutors	Analysis shows the impact of working with subject specialist with direct interventions has a significant impact on progress tailored with QFT and addressing any gaps with this.	Ensuring teachers identify gaps and communicate these with tutors.	DHT	Half termly.
Speech and language development	Increase the support offered to children with speech and language difficulties. To carry out assessments of children that needed support in the area of speech and language. Early years staff could provide early assessment and support using the WELCOM program (Used by speech and language therapists to carry out early assessments)	For children with specific needs to receive intervention from speech and language therapist. To be provided with targets that could then be worked on in class with the support of the teaching assistants.	Monitored by SENCO and EYFS leader. Reporting back to SLT and Governors	SENCO	Weekly
For PP attendance to be above National average	Attendance data scrutinized weekly. Patterns and individuals to be identified.	Attendance impacts on attainment. Higher attenders make accelerated progress over low attendance.	Support for CFW from EWO. Families supported by CFW. Weekly attendance rewards for classes building up	CFW HT	Weekly
Mentoring / CFW support/SEMH		Vulnerable children requiring nurture and support to reduce barriers to learning.			
<i>Total estimated cost:</i>					<i>£40,150</i>

<i>Enrichment and Experiences</i>					
<i>Desired Outcome</i>	<i>Chosen Action</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Review</i>
<i>Pupils to access a variety of activities to increase their cultural capital.</i>	<i>Subsidise costs of trips for each year group. Use of Virtual reality to increase experiences Visitors to school. Access to a wide range of after school clubs.</i>	<i>Pupils benefit from working with others and being introduced to a variety of experiences.</i>	<i>All subject leaders to map out cultural capital opportunities in their subject area. Attendance improves. Enjoyment and engagement is maintained</i>	<i>Subject leaders</i>	<i>Termly</i>
				<i>Total estimated cost</i>	<i>£10,000</i>

Review of expenditure from 2018-19

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>Releasing DHT to work with groups, staff development, school development, raising standards in KS2.</p> <p>Ensuring each class has high quality TA support to support quality first teaching and carry out interventions across school.</p>	<p>Continue to ensure standards are high and children leave Secondary ready whilst ensuring all children have a full broad and balanced curriculum.</p> <p>Ensure that each class is closing the gap across school.</p>	<p>KS2 results / progress</p> <p>Progress scores for pp in 2019</p> <p>Reading 5.62</p> <p>Writing 2.15</p> <p>Maths 4.7</p> <p>83% of our pupil premium pupils achieved at least EXP in RWM combined compared with the national figure of 47% for FSM pupils and 68% of non FSM pupils nationally.</p> <p>Impact on teaching</p> <p>Impact on leadership</p> <p>Increased awareness of individuals and groups of learners – through regular SSE, data scrutiny, pupil progress meetings.</p>	<p>Importance for release time for SLT to work on whole school initiatives, monitor and support staff.</p> <p>Vital in terms of school direction and needs to be maintained.</p> <p>Impact on development of others can only be maintained through regular coaching and support.</p> <p>Regular support in lessons to support a range of learners is vital in delivering high quality first teaching for all and meeting the needs of all learners.</p> <p>Tailored interventions can take place in each class on a 1:1 basis so not to interfere with children's diet of the curriculum.</p> <p>HIGH IMPACT</p>	<p>£29157</p>

<p>Training and resources to develop reading across school</p>	<p>Ensure that across school a greater % of children are working at greater depth.</p>	<p>Y6 PP 39% GD in reading, compared to 27% of all pupils nationally. Progress score of 5.62 for KS2 SATs reading</p> <p>KS1 impact K1 GD in reading rose from 17% to 27%, above the national of 25%</p>	<p>Exposing children to high quality engaging texts. From QLA and SSE having specific areas of coaching for individual teachers and teaching assistants. Need for regular GR sessions on a daily basis so that children become fully immersed by texts. Teachers subject knowledge of guided reading and also in depth knowledge of texts. HIGH IMPACT</p>	<p>£5371</p>
<p>Training and development of teaching and learning across school (Kagan Collaborative learning / Coaching) Use of video technology to share practice / coaching.</p>	<p>To continue to drive for quality first teaching each lesson, everyday across the curriculum.</p>	<p>Teaching across school is at least good with more outstanding practice. Learning walks / lesson observations show high level of engagement for all children.</p>	<p>Importance of staff sharing practice from training. Importance of all staff receiving training including teaching assistants. Regular updates and follow up from training. HIGH IMPACT</p>	<p>£3508</p>
<p>Releasing EYFS leader to support teaching and learning and standards across EYFS. Having an extra TA in Reception to support quality first teaching and carry out interventions.</p>	<p>Develop teaching and learning across EYFS. Develop planning, observation and assessment cycle. Improve documentation of learning. Use a range of early interventions to support learners. Coaching of staff. Language link training for parental engagement</p>	<p>Reached GLD target of 67%. Narrowed the gap between learners, particularly those at risk of disadvantage. Provided sufficient support and challenge to staff across phase. Parental involvement increased across the EYFS through workshops. Parents attended language link training to increase children's achievements in communication and language.</p>	<p>Impact of high quality coaching and leadership across phase and all staff. Impact of leaders own subject expertise. Importance of a well-planned transition. MEDIUM IMPACT WITH SOME ASPECTS OF HIGH IMPACT.</p>	<p>£22,000</p>

Releasing SENCO to work with and monitor groups of learners	Efficient systems in place to identify needs of pupils and react in a timely manner to ensure support is put in place and where relevant external support is put in place.	Staff awareness of recommendations of individual children. More proactive when initial concerns are raised using initiative of implementing strategies. More strategic targeting and assessment of pupils. Careful tracking through pupil progress meetings. Success of individuals on EHC plans through appropriate provision and coaching of 1:1 staff. Staff awareness of individual needs.	Need for leadership time to liaise with external services / agencies to ensure high quality rapid interventions and assessments can be in place. HIGH IMPACT	£4250
Bloggng	Develop writing opportunities for children across school. Increase the audience for children's writing in turn creating more enthusiasm and engagement for writing.	Very little impact long term other than the initial introduction.	Access to internet / hardware outside of school an issue. Writing already strong across school little room for impact. As a result the 2 year project has been cancelled after the first year. LOW IMPACT	£4200

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Mentoring	Remove some of the external barriers or SEMH needs that can effect learning	26 pupils received mentoring @20mins x 6-8 weeks Issues addressed regarding Anxiety and Self Confidence Nurturing sessions x 2@ 20mins x 6 sessions Transition Group – 18/30 PP @ 5 group sessions x 20 mins See attached Case study -Anxiety	Importance of completion of Learning Mentor Referral form Pastoral Meeting every two weeks to highlight pupils needs and any cross overs which can be eliminated Amount of time remains restrictive @ 4 hours per week each session @ 20mins A given private space remains to be an issue HIGH IMPACT	£1806

<p>Child and Family support Attendance / CEESAWs</p>	<p>To review attendance daily and weekly to identify individuals / families who need support with attendance. Work with EWO to support and challenge where necessary in order to improve attendance across school.</p>	<p>Overall 95.6% PP – 94.6%</p>	<p>Need for regular time to review and analyse data. Need for EWO support. HIGH IMPACT</p>	<p>£8009</p>
<p>Tutoring</p>	<p>Maths leader to work with class teachers to identify children in KS2 who would benefit from tuition.</p>	<p>All children in Y6 in receipt of maths tuition made at least expected progress. Impact of young tutors acting as role models to our pupils – aspiring to go to University. 88% of pupils involved showed improvement in their standardised scores, with an average improvement of 7.75 points. Confidence of all pupils improved, noted by both the pupils and the teachers in class.</p>	<p>How can we reach the most difficult pupils - the only one that didn't attend regularly was the only one not to improve. Provide transport? Most successful when we ensured mentoring nights coincided with siblings after school clubs. One child made significant improvement over a term. However, once they stopped the mentoring they dipped. Do we need to continue it longer? HIGH IMPACT</p>	<p>£4335</p>
<p>Speech and Language therapist</p>	<p>Increase the support offered to children with speech and language difficulties. To carry out assessments of children that needed support in the area of speech and language. For children with specific needs to receive intervention from speech and language therapist. To be provided with targets that could then be worked on in class with the support of the teaching assistants.</p>	<p>41 children were identified for assessment. (September 18) Out of those 41 children only 1 did not require any additional intervention. The remainder of the children received individual or group work - reassessment (May 19) showed that the children had made progress on previous targets and new targets were set. Early identification and support provided in the early years.</p>	<p>Early years staff could provide early assessment and support using the WELCOM program (Used by speech and language therapists to carry out early assessments) MEDIUM IMPACT</p>	<p>£9,045</p>

Other approaches

Action	Intended outcome	Impact	Lessons learned	Cost
Subsidising trips	<p>Increase the pupil's cultural capital.</p> <p>We are mindful that in the ward we are situated only 1 in 2 people have access to a vehicle which prohibits places to visit with reliance on a limited local bus service. This in turn with the cost means that for some pupils they have limited access to trips that can enhance learning.</p>	<p>Children have increased their cultural capital and visited places they had previously never gone to.</p> <p>E.g Y6 London trip.</p> <p>Theatre trip</p> <p>Trips linked to the curriculum.</p> <p>Supporting individual pupils to access trips and residential.</p>	<p>The need for our pupils to have access to both local and national visits to widen their own experiences which often centre around the immediate locality.</p> <p>HIGH IMPACT</p>	£8580
Attendance incentives	<p>To raise profile in school for importance of regular attendance and rewards that build up weekly rather than focusing on children with 100%</p>	<p>Above national overall</p> <p>PP data</p>	<p>Profile of attendance raised in most classes.</p> <p>Moving forward each class needs to discuss what their chosen reward will be the target needed for this so that weekly rewards are more tangible.</p> <p>MEDIUM IMPACT</p>	£799