

# Pupil premium strategy statement (primary)

| 1. Summary information |                        |  |  |  |            |
|------------------------|------------------------|--|--|--|------------|
| School                 | ST ANTONY'S RC PRIMARY |  |  |  |            |
| Academic Year          | 2020-2021              | Total PP budget £77,220                |  | Date of most recent PP Review                  | Jan 2021   |
| Total number of pupils |                        | Number of pupils eligible for PP<br>68 |  | Date for next internal review of this strategy | March 2021 |

| 2. Current attainment                               |                              |                 |
|---|------------------------------|-----------------|
| KS2 2019 data for PP pupils <b>no data for 2020</b> | Pupils eligible for PP<br>13 | All pupils      |
| <b>46% achieving in reading, writing and maths</b>  |                              | 55/14% RWM      |
| <b>62% in reading</b>                               | Non PP pupils<br>16          | 72/24 % Reading |
| <b>69% in writing</b>                               |                              | 72/21% Writing  |
| <b>92% in maths</b>                                 |                              | 79/21 % Maths   |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)   |  |
|---|--|
| <b>St Antony's is in an area of high deprivation. The IMD indicates 20% in bottom 1%, 80% in bottom 5%, and 96% in bottom 20% nationally.</b> |  |
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )                                      |  |
| <b>A.</b>   | Social and emotional mental health issues- some children do not come to school ready to learn, they are emotionally vulnerable, in flight or flight mode, sometimes hungry (low self esteem, poor social skills, poor relationships) |
| <b>B.</b>   | Poor communication skills (poor speech and language, low confidence, poor comprehension)   |
| <b>C.</b>   | Limited experience of life outside immediate locality- limits impact on their ability to learn from the world around them. (vocabulary, assimilation of ideas, investigative skills) Low 'cultural capital'                          |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )                             |  |
| <b>D.</b>   | Parental engagement, health and poverty  |

| 4. Desired outcomes |  |
|---------------------|--|
|                     | <i>Desired outcomes and how they will be measured</i>  |
| <b>A.</b>           | Children are emotionally, socially and physically ready to learn and display good behaviour for learning   |
|                     | <i>Success criteria</i>  |
|                     | <ul style="list-style-type: none"> <li>Children see school as a safe space where basic needs will be met and they will be loved</li> <li>Children know they are able to seek help for themselves or their families without judgement</li> <li>Children do as well academically nationally or better</li> </ul> |

|           |   |  |
|-----------|---|--|
|           |   | <ul style="list-style-type: none"> <li>• Children build resilience through strategies taught</li> <li>• Behaviour for learning is excellent</li> </ul>   |
| <b>B.</b> | Children improve in communication ability; confidence, vocabulary, articulation   | <ul style="list-style-type: none"> <li>• Children are articulate and confident to share their opinion at the right time</li> <li>• Quality talk in class aids learning, vocabulary is shared</li> <li>• Reluctant speakers speak up</li> <li>• Improved Reading data, more GDS</li> </ul>  |
| <b>C.</b> | Children increase their cultural capital; exposure to vocabulary in context and real life experiences gives better hooks for learning to build on   | <ul style="list-style-type: none"> <li>• Children enjoy school and have good memories of experiences other than curriculum in the classroom</li> <li>• They widen their experiences outside of school including music, sport, theatre and cultural.</li> </ul>   |
| <b>D.</b> | Parents feel comfortable to come into school, they have many opportunities to share in the education of their children; they understand and feel part of the learning process. They understand the importance of good attendance. Parents seek support before crisis point. | <ul style="list-style-type: none"> <li>• Parents are supportive of school and work with staff to give their children the best chance eg through homework, attending workshops, information events, supporting FOSA</li> <li>• Children read and complete homework at home</li> <li>• PA reduces</li> <li>• CP cases reduce</li> <li>• Services well used; breakfast club, food bank, family support, parent workshops</li> </ul> |

## 5. Planned expenditure

Academic year

2020-2021

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                               | When will you review implementation? |
|---|--|---|--|-------------------------------------|--------------------------------------|
| Improve progress for PP children  | HTLA daily support in small groups<br>Eng 9hs x HLTA<br>£13,199.76<br>Maths 10 hrs x HLTA<br>£14,666.40  | Previous success in Y6. Now rolled out to Y4 and 5.   | Learning walks, work scrutiny, pupil conversation  | CB<br>RP<br>AnD                     | PPMs Dec Mar, Jul                    |
| Communication and language improved, therefore speaking and listening, reading and writing attainment increases | EAL and language groups in EYFS, Y1-4<br>TA L3 3 hours per week<br>£9486 30 weeks<br><br>Speech and language training £350                           | Baseline tests show low attainment on entry. EAL children have not achieved as hoped in comprehension- their vocabulary knowledge is poor. (data analysis and monitoring)<br><br>Some EAL pupils are vocabulary poor in their own language- talk groups in Polish, Lithuanian and Urdu essential. | Assessment at beginning and end. Polish heritage TA is trained in Speech and Language. (F.o.c) | AK<br>ML                            | PPMs Dec Mar, Jul<br><br>PP+ reviews |
| Improved reading and phonic skills  | IDL licence £250<br><br>New non fiction books<br>£2000<br><br>Phonic programme £1500<br><br>TA L2 groups KS1 8hours per week 30 weeks. -<br>£2337.60 | Regular daily practice<br><br>Reduce group size; increase pupil teacher ratio to accelerate progress.<br><br>To improve vocabulary  | Data PPMs<br>Home reading records<br>HT monitoring<br>EYFS lead                                | All staff<br>HMcG<br>NH<br>HM<br>GC | PPMs Dec Mar, Jul                    |

|  |   |  |   |                  |   |
|--|---|--|---|------------------|---|
| SLE support for new EYFS teacher                                       | 5 hours per week - £2750  | Reduced teaching group size, intensive peer coaching to raise standards quickly.   | Learning walks<br>Assessments   | AR<br>HMcG<br>RI |   |
| <b>Total budgeted cost</b>   |   |  |   |                  | £46538                                      |
| <b>ii. Targeted support</b>  |   |  |   |                  |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>                        | <b>Staff</b>     | <b>When will you review implementation?</b> |
| Improved progress for children struggling to access mainstream lessons | ELSA led intervention<br>£700 training<br>Parallel curriculum in school L3 10hours per week<br>£5,321 | This works and is now a part of our curriculum. We have extended this to KS1.  |   |                  | <b>PPMs Dec Mar, Jul</b>                    |
|  |   |  | Teacher trained staff member. 6hrs X TA3<br>Training in SEBD and Dyslexia | SL<br>JD         | <b>PPMs Dec Mar, Jul</b>                    |
| Support for children emotionally vulnerable                            | Nurture HLTA 3 hours per week X 38 = £1326.96<br>Behaviour TA L3 12.5 hrs per week £5006.50           | Improvement in behaviour for learning, reduced exclusions, and use of alternative provision show this is working.<br>Keep calm boxes and resources | Family support worker, and FS link<br>TA to keep records                  |                  | <b>PPMs Dec Mar, Jul</b>                    |
| Developing relationships and social skills                             | Resources for clubs £500<br>Outdoor learning - £470<br>SG, GW<br>4D printer - £162.50                 | Minecraft, we-do, lego technic, chess, debate, sewing, board games   | SLT record keeping<br>Pupil conversation<br>Attendance data monitored     |                  | Half termly meetings with EWO               |
| Extra support for PP pupils without a EHCP                             | EYFS TA3 20hrs £8504<br>TA2 24hrs £8882.88  | One to one, group support, circuit clubs, football lunchtime and after school clubs  | SLT monitoring  |                  | SENDco/ SLT meetings                        |
| <b>Total budgeted cost</b>   |   |  |   |                  | £30171                                      |
| <b>iii. Other approaches</b>   |   |  |   |                  |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>                        | <b>Staff</b>     | <b>When will you review implementation?</b> |

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|---|--|--|--|------------------|--|
| Family support – more children in school, less risk at home | Family support £26 875                                   | Outstanding practice- reduction in PA, increase in support, see case studies.  | Data on progress, attendance, speaking to families, CPOMs monitoring | RA<br>HMCG<br>AR | Half termly EWO meetings, Vulnerable family meetings |
| Cultural capital  | Subsidy residential £2,500                               | Children experience opportunities that would not normally be available to them   | Governors ensure trips   |                  | April<br>CARRY FORWARD                               |
| Cultural capital  | Children's university £3000- subscription and resources  | Encourage families to complete extra curriculum enrichment. Pupils see university as a positive life experience to work towards. | Key staff member Miss Garvin to co-ordinate                          | SG               |  |
| Resources for parental workshops and activities             | Cookery, gardening, fitness, curriculum workshops - £300 | Good home school relationships are vital for success   | Questionnaires, gather feedback                                      |                  | January, April                                       |
| Free uniform to support PP families                         | Sign correct funding forms, get free jumper and tie £300 | Ensures families access funding for school (avoid any loss due to free infant lunches)   | Advertised for all new parents                                       |                  | June   |
| <b>Total budgeted cost</b>                                  |  |  |  |                  | £32975   |

**TOTAL SPENDING: 109684 –includes staffing costs**

| 6. Review of last year's expenditure 2019-2020 |                        |  |  |                 |
|--|------------------------|--|--|-----------------|
|  |                        |  |  |                 |
| 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) | Costs 2019-2020 |
|  |                        |  |  |                 |

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|--|--|--|--|--|
| <p>Improve progress for higher ability PP children</p>   | <p>HTLA daily support in small groups<br/>Eng 9hs x HLTA<br/>£11,868<br/>Maths 10 hrs x HLTA<br/>£13,187</p>   | <p>In KS2 some PP children achieved GDS. See data.</p> | <p>Funding into reading, phonics, vocabulary and comprehension for PP EAL pupils needed- Resources and staffing.</p>   | <p>Support staff led EAL groups- positive progress in Years 4 and 5; improvement in internal reading data</p>  |
| <p>Communication and language improved, therefore speaking and listening, reading and writing attainment increases</p> | <p>EAL and language groups in EYFS, Y1 and Y2 3 hours per week<br/>£1,424<br/><br/>Speech and language training £350<br/><br/>TA L3 3 hours per week<br/>£1596</p> | <p>It's working see KS1 data.</p>                      | <p>Very low cohorts coming in- this must continue and possibly more resources needed here in the future. Existing resources such as Ealip, PM Benchmark, IDL, Wriggly readers, RWInc and Rocket Readers are all in school. Updates and staff straining needed to maximise impact. Early intervention is always best. We are aiming to have every child reading unaided into KS2.</p> | <p>Covid lockdown has massively impacted this as the summer term is where a lot of progress is made. This will continue on from Sept 2020 as bubbles allow</p> |

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|--|---|---|---|-------------|
| Improved literacy skills   | IDL licence £250<br><br>New non fiction book £2000<br>TA work £1,424<br><br>New laptops – money towards £3K | It works- see data.   | Continue.   |             |
| <b>ii. Targeted support</b>  |   |   |   |             |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
| Improved progress for children struggling to access mainstream lessons | ELSA led intervention £700 training £3250<br>Parallel curriculum in school L3 10hours per week £5,321       | The development of emotional literacy has had a huge impact on behaviour. Staff and pupil awareness has grown and led to the embedding of our ethos of learning, reconciliation and consequence NOT punishment. | Staff training for KS1 this year. Readiness for learning so important- social skills, turn taking, happy being wrong when learning...these must be in place before Year 5 and 6 this year. ELSA and outdoor parallel curriculum to be in place for groups across KS1 and KS2 by next April. This will save money on Military school which we won't need any more. |             |
| Support for children emotionally vulnerable                            | Nurture HLTA £7,107<br><br>Behaviour TA L3 12.5 hrs per week £6651  | It is a finely tuned process now, not behaviour based, but mental health needs based. Emotional and sibling needs are taken into account. Recommendations are taken through FSW.                                | Continue.   |             |
| Improved interest and attendance                                       | New clubs to engage £949  | Children's university and variety of clubs offered pre lockdown. Attendance culture is changing – older class have shown improvement over time.   | This is a continuing process- consistency is key- keep sending letters, phonecalls, home visits etc.  | FSW         |

|   |   |   |  |             |
|---|---|---|--|-------------|
| Extra support for PP pupils without a EHCP              | TA2 18hrs £7595<br>TA2 24hrs £11, 392                               | Essential for the flow of lessons so teachers can teach. Well trained staff use approaches according to need.   | Continue as long as possible. EHCP processes in place for a number of pupils so money can be saved here in future years we hope. |             |
| <b>iii. Other approaches</b>                            |   |   |  |             |
| <b>Desired outcome</b>                                  | <b>Chosen action/approach</b>                                       | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b> |
| Attendance  | Family support<br>£14, 214<br>Admin support 3 hrs<br>per week £1424 | See data.   | It works- will continue. Families know that we are relentless.   |             |
| More opportunities for experiences outside of Blackburn | Subsidy residential<br>£2,500<br>Subsidy trips £3000                | Children love their trips and experiences, they love school. Year 5 went on residential- this has bonded the group and increased resilience.  | Aim- residential trips in ~Years 4, 5 and 6.<br><br>Covid restrictitons made this impossible.                                    |             |
| Resources for parental workshops and activities         | Cookery, gardening, fitness, curriculum workshops                   | Slow uptake. Those who do attend really enjoy and get a lot form it. We signpost some parents to groups on a regular basis. First aid one was very well attended. Family learning has a better uptake than just parent classes. | Continue after post Covid restrictitons  |             |
| Free uniform to support PP families                     | Sign correct funding forms, get free jumper and tie £650            | It works- all signed up.  | Continue<br>Individual support given where necessary.  |             |
|   |   |   |  |             |

## 7. Additional detail

DATA from 2019-2020 unavailable due to Covid.

### IMPACT STATEMENT NATIONAL DATA from 2018- 2019

Early Years Foundation Stage

Support for PP pupils included: EALIP (language support, bilingual staff, Mindfulness teaching and Nature,

- There were 7 PP pupils in the cohort with 71% (5 out of 7) achieving a good level of development. The gap between PP and other pupils was +6.2%.

Emerging National is 72%

Year 1 Phonics Check

Pupils were taught on a daily basis in ability groups of 6 to 10 pupils.

- There were 30 pupils in the cohort and overall 77% met the expected standard an increase of one pupil on last year's result.

Of the 10 PP children 9 out of 10, 90% passed. (National emerging figure for all pupils 2019 is 82%)

KS1 SATs

- Of the 12 PP pupils: 8 pupils, 67% met the expected standard in Reading and Writing. 9 pupils, 75% met the expected standard in Maths.

67% met EXS in RWM.

School is R-67%, W- 60%, M- 77%.

Emerging National is R-75%, W- 69%, M- 76%

The above data shows that our PP pupils do well and mostly better than all pupils in school and better or in line with all pupils Nationally.

KS2 SATs

The DHT worked alongside the Year 6 teacher in writing lessons and an HLTA was employed every day to support maths teaching.

- Out of 29 pupils in the cohort, 13 were PP.

|                   | READING % | WRITING % | MATHS % | GPS % | RWM COMB % |
|-------------------|-----------|-----------|---------|-------|------------|
| PP 13 PUPILS      | 62/23     | 69        | 92/7    | 85/23 | 46         |
| OTHERS 16 PUPILS  | 91        | 75        | 69      | 63    | 63         |
| Emerging National | 73/       | 79        | 79      | 78    | 65         |

Future spending will focus on increasing RWM pass rate, targeting and boosting pupils in specific disciplines from Year 4.

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