



Pupil premium strategy statement 2018/19

1. Summary information					
School	St. Anthony of Padua Catholic Primary School				
Academic Year	2018/19	Total PP budget	£13200	Date of most recent PP Review	n/a
Total number of pupils	210	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Feb 2019

2. Current attainment		
End of KS2 assessments	<i>Pupils eligible for PP (3 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	61%
Scaled Score in Reading	93.3	104.1
% working at ES in Writing	33%	67%
Scaled Score in Maths	100	104.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Higher order reading skills and experiences for PP children .
B.	Writing for pupils who are eligible for PP are attaining lower than other pupils across Key Stage2.
C.	Social and emotional resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality - This reduces their school hours and causes them to fall behind .

E.	Lack of routine at home for some PP children.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Development of pupil resilience and positive mind set relating to strengths and achievements of self and others	Children enthusiastic and undaunted by challenge without fear of failure. Children aware of progress and targets and how to achieve them.
B.	Higher rates of attainment and progress across school for pupils eligible for PP in reading and writing.	Pupils eligible for PP attain as well and make as much progress as 'other' pupils in writing. Measured in Years 4-6 by teacher assessments and successful moderation practices established across SLLN and LA
C.	High attendance rates for pupils eligible for PP.	Maintain attendance rates for PP premium children in line with the rest of the school.

5. Planned expenditure					
Academic year	2018/19				
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?
Scaled scores of children eligible for PP to improve to close the gap to non PP	<p>All PP children to have enhanced reading provision.</p> <p>Purchase Accelerated Reader for Years 4 – 6 (£1500)</p> <p>Purchase additional books including Hi Lo books to support enjoyment of reading (£2500)</p>	<p>Some PP children not reading as much as their peers.</p> <p>Strong research evidence that Accelerated Reader has an impact on attainment of all children.</p>	<p>Staff training.</p> <p>Timetabled sessions for reading and AR.</p>	NG/SB	Feb 2019
B. Improved progress for all pupils in writing.	CPD on providing writing opportunities for all.	Children eligible PP are attaining less well than other pupils in some cohorts in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Course selected using evidence of effectiveness. Use INSET sessions to deliver training. Ask SIO to monitor books and suggest next steps for writing.	NM	Feb 2019
c. to intervene as early as possible with appropriate intervention programmes.	Train all TA staff on the use of IDL and Catch Up Literacy in order for this to be delivered consistently across school.	Pilot project last year of IDL and CUL had pleasing results and showed that children using these interventions made good progress from their starting points.	Timetabled sessions for these and groups specifically targeted. Monitored by Senco and Assessment Lead.	SB/ CR	Feb 2019

Total budgeted cost					A 4000 + B 3000 £7000
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?
Access to learning opportunities and experiences to enhance and broaden the curriculum.	Support for residential trips. Support for music tuition.	Maximise the engagement of pupils to ensure interesting and aspirational activities to enhance the learning outcomes of disadvantaged pupils.	The headteacher will review and monitor the effectiveness of tis with the Governor finance committee.	NM	Feb 2019
Improved progress for PP pupils	Weekly small group sessions in reading and writing for PP children outside on normal sessions.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra Support staff and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by SENDCO and assessment co-ordinator. Teaching assistant (TA) CPD Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Fund wider opportunities for PP children.	CR SB	Feb 2019

Improve emotional resilience.	Individual sessions with a trained seedlings counsellor for emotional wellbeing and to develop greater resilience.	There is a growing need for the school to provide emotional support for children. Some children are showing levels of anxiety and are in need of the skills to develop greater resilience.	Discussions with counsellor. Regular updates in SLT meetings to evaluate initial impact of this initiative.	CR/ NM	July 2019
Total budgeted cost					£5200
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?
C. Increased attendance rates	HT to monitor pupils and follow up quickly on absences. First day response provision by Admin staff. Rewards systems for attendance.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Monitor attendance every 2 weeks. Make contact with parents when attendance begins to slip. Regular meetings with EWO. Improved school attendance. Lower PA rate.	NM	Feb 2018
Total budgeted cost					£1000

