

# Pupil Premium Grant Report 2018-19



## St Antony's Catholic Primary School Pupil Premium Strategy Report



### What is the Pupil Premium Grant?

The Pupil Premium Grant is additional funding given to publicly-funded schools in England to raise the attainment of disadvantaged pupils and to close the attainment gap between them and their non-FSM peers. The funding is available to both mainstream and non-mainstream schools such as special schools and pupil referral units.

### Who is the Pupil Premium Grant for?

The Pupil Premium Grant is primarily aimed at Reception to Year eleven pupils (5 to 16 year olds) who are from low-income families and are eligible for Free School Meals (FSM) or who have been registered for FSM at any point in the past six years. How this grant is spent must be reported by heads to indicate the impact the funding has made.

### Pupil Premium Grant (PPG) Funding : Income, Implementation and Impact Report 2018-19

School Context Summary		
Context Data	Breakdown	Additional Information
Total Number of Pupils on Roll at the time grant was received	<b>474</b>	Current number on roll from Nursery to Year 6 477
Number of Pupils Eligible & Registered for Pupil Premium Grant 2018-19	<b>102</b>	22% of total school population were eligible for this grant at the time funding was received
Number of Pupils Eligible for PPG projected 2019-2020 based on historical school data	<b>120</b>	25% of total school population- the deficit may indicate parents whose status has changed their child's eligibility or pupils who meet eligibility but are not registered on the LA's system
PPG Funding on offer per pupil annually	<b>£1,320</b>	Funds received from DFE per eligible registered pupil
PPG Funding Received Per Service Pupil (Parents in the Armed Forces)	<b>0</b>	N/A to our school's context
PPG Funding Received Per LAC	<b>0</b>	All LAC pupils on our register have had a status change
Number of LAC children across the school	<b>4</b>	Number represents LAC on register prior to census date who had status changed by Spring 2019 to Special Guardianship (SG) currently
PPG Funding Received For Academic Year 2018-19	<b>£134,640</b>	Total PPG Funding Available To Support programmes for Pupils Eligible for FSM
Total PPG Budget spend 2018-19	<b>£135,000</b>	Over spend of £360 covered by SEND/Inclusion Funding

One of our Key Aims at St Antony's Catholic Primary School (which is directly linked to our School Development Plan) is to continually diminish the differences in attainment levels and end of year outcomes between our most deprived pupils (those eligible for Free School Meals-FSM) and those who do not fall within this category. FSM is a deprivation indicator which usually has attendant to it, pupils from the poorest and most disadvantaged backgrounds who are largely expected to under achieve because of their socio-economic status. This school works tirelessly to close the learning and achievement gaps via the use of the PPG funding to provide targeted interventions, 1to1 and small group support with specialist teachers and instructors in Phonics, Mathematics, GPS, Reading and Writing as well as providing enrichment and additional extended bespoke before and after school, holiday and out of hours programmes to ensure that this gap is effectively bridged. The impact of programmes and initiatives put in place has had a very positive outcome with the school's achievement and attainment being among the highest in the country over the last three years. St Antony's Catholic primary was named and awarded a plaque as a **School of Success** by the Mayor of London Sadiq Khan in October 2018.

## Common Barriers Encountered By Pupils Eligible For FSM and PPG Funding

Barriers Encountered in School	Phase where this is Most Evident	Strategic Actions Taken To Bridge Gaps
<p><b>English as a Second Language-EAL</b> which impacts on their ability to understand the language they are taught in and their quality of speaking and listening, reading and comprehension.</p>	<p><b>Across all Phases as 57% of our enrolment are EAL.</b> Many parents speak little or no English and struggle to support their children with English language acquisition and correct usage for learning.</p>	<p><b>Phonics, Reading, GPS and Writing are given more learning time daily.</b> Phonics is taught daily across EYFS &amp; KS1 for 15/30/45mins. Reading for enjoyment is done daily across the school for 10-15mins. Reading homework given daily from Nursery to Year 6</p>
<p><b>English Language Acquisition</b> as 97% of the total enrolment at St Antony's are from Ethnic Minority backgrounds</p>	<p><b>EYFS, Key Stage 1 and Mid-Phase Admissions</b> across the school also among the wide cross section of the parent body.</p>	<p><b>Pupils are immersed in the language-classes are vocabulary rich. Staff across the school model outstanding spoken and written English.</b> English Parents' Workshops held termly-also on Saturdays.</p>
<p><b>Limited oral skills resulting in poor expressive language</b> on entry which impacts on the quality of speaking and listening, reading and comprehension</p>	<p><b>EYFS, Key Stage 1 and Mid-Phase Admissions</b> across the school also among the wide cross section of the parent body.</p>	<p><b>Drama, Performing Arts, Phonics, Spelling, Reading and Writing Clubs</b> which encourage the use of English and develops competence and confidence with the use and understanding of English with peers</p>
Barriers Encountered Outside School	Phase where this is Most Evident	Strategic Actions Taken To Remediate
<p><b>Limited exposure to life experiences beyond the local area/ wider community</b> nationally and internationally which fosters increased general knowledge &amp; first hand experiences of other flora and fauna, cultures, activities and environments.</p>	<p><b>Across all phases to a greater or lesser degree</b></p>	<p><b>Regular school trips linked to a range of core and non-core subject areas and participation in wide range of programmes</b> locally, regionally, nationally and inter-nationally to give pupils first hand memorable experience which are life enhancing and inspirational-sparking their imagination and creativity-applied in thinking &amp; work.</p>
<p><b>Limited quality time spent with parents and adult family members</b> to engage in discussions and debates around learning to deepen understanding of skills and concepts taught as many parents work multiple jobs within unsociable hours leaving them unable to support their children's learning at home.</p>	<p><b>Upper Key Stage 2</b></p>	<p><b>Class Assemblies, school performances and programmes which encourage parent pupil engagement such as:</b> F.A.S.T (Families and Schools Together), Early Help, Head Start, Parent and Pupil Workshops in Phonics, Reading, Writing, Maths and GPS where equipment, material and packs to support learning are made available to parents and pupils.</p>
<p><b>Limited access to sustained quality social housing:</b> cramped living space, overcrowding, high risk of evictions at very short notice by the LA and private landlords directly affecting school attendance and resulting in high mobility for some pupils' families.</p>	<p><b>Across all phases to a greater or lesser degree</b></p>	<p><b>Parents, Pupils and Staff work with TELCO (the East London Community Organisation), Citizen's UK, the Church and other NGO's</b> to secure better social housing, better jobs -paying the <b>London Living Wage</b> and giving parents access to opportunities for better socio-economic development and stability. Fostering better quality of life for parents and children.</p>
<p><b>Parents' Legal Status in the country</b> preventing them from having access to sustained good dental, medical care and services for their children- to prevent vulnerability to conditions such as asthma, flu, skin and dietary conditions which affect attendance and by extension learning.</p>	<p><b>Across all phases to a greater or lesser degree</b></p>	<p><b>Pupils placed in Breakfast Club and MAE (after school wrap around programme which supports parents by providing additional meals and homework support) along with FSM provided each day.</b> Parents, Pupils and Staff work with TELCO, Citizen's UK, The Advice Beau rue, Church and other NGO's to secure better advice on support available for people of vulnerable status in the local community.</p>

## School's Use And Application Of PPG Funding Towards Diminishing The Differences & Gaining Desired Outcomes

Success Criteria/ Expected Outcomes	Strategic Action Implemented +Funding	Justification	Quality Assurance & Assessment	Review & Responsibility
<p>To sustain Good Level of Development (GLD) between 80-85% for the vast majority of children by the end of Reception in EYFS</p>	<p>Increase number of fully qualified CTs with QTS across EYFS from 2 to 3 by end of 2019-2020 via School Direct/ SCITT -funded by PPG/school <b>Cost: £20,000</b></p> <p>Increase the number of HLTA's across EYFS/KS1/KS2 by Sept 2019 <b>£5K</b></p> <p>Provide additional quality resources to support language acquisition and learning. <b>£2K</b></p> <p>Use PPG funding to provide an additional adult in EYFS <b>Cost: £15,000.</b> Make good use of volunteers and students on placement to support learning.</p> <p>Host Parents workshops in Phonics, Reading, GPS and Writing –with resources provided termly to support parents working with children at home. <b>£2K</b></p> <p>Speech and Language Therapy, Drama and Play Therapy support for language and social dev. <b>£6K</b></p>	<p>In a recent study conducted in 2015 across over 20 schools in East London with high EAL numbers by the University of Cambridge-findings indicated that <i>schools that take a more holistic approach to language development and acquisition with EAL pupils will find that their pupils' make accelerated progress in terms of language use and understanding if they are read to daily, encouraged to read daily alongside first language speakers and readers, have good models of spoken and written English around them and are engaged in social activities that encourage interaction and language use such as role play/ speech and drama and performing arts."</i></p> <p>The Sutton Trust 2012 report indicated that children from low income families were on average 19 months behind their more affluent counterparts at the age of 5. In providing high quality 2 year old and EYFS provision with qualified staff with sound knowledge and expertise in Early Childhood Development children's language development is better fostered and supported from an earlier age-by end of KS1 many catch up.</p> <p><i>Research at IOE: "Additional adults across EYFS heightens levels and quality of engagement and facilitates lower pupil to adult ratios resulting in pupils being better supported with their learning and academic, social and emotional development.</i></p>	<p>EYFS lead is a member of SLT to ensure whole school vision and expectations are of the same standard from Nursery to Year 6.</p> <p>Communication among leadership (governors and SLT) is reciprocal and clear in terms of expectations and standards.</p> <p>Viridis (2 year old provision) and EYFS included in the same monitoring procedures in place for KS1 and KS2.</p> <p>Quality of teaching and learning across EYFS as well as expectations are monitored as rigorously by SLT via Observations, Drop -ins, and Performance Management.</p> <p>Planning, Teaching, Assessment Expectations for coverage and delivery of core and non-core curriculum content are standardised across the school.</p> <p>Development Matters used to chart individual pupil progress and outcomes reported to parents at least three times annually across EYFS.</p> <p>SENCO/Inclusion and EYFS lead to assess the effectiveness of specialists working with pupils Via progress indicator systems uses across school . All interventions tracked for effectiveness by SENCO/Phase Leads &amp; CTs.</p>	<p>Governors and SLT To assess investment in staff annually in terms of value for money/staff fit-for – purpose.</p> <p>SLT and Finance Committee to continually asses spend on resources to ensure value for money and effectiveness based on outcomes-termly</p> <p>EYFS Lead and SENCO to ensure interventions across EYFS are fit for purpose half termly</p> <p>SLT Observation of quality of practice done half termly/as needed and outcomes used towards performance management</p>
<p>Quality of Teaching Learning and</p>	<p>Provide opportunities for Continued Professional</p>	<p>In a study conducted by the Institute of Education (IOE) University College London (2017) findings indicated that</p>	<p>CPD in Education Research, Planning, Teaching and Assessment of core and non-</p>	<p>SLT, Curriculum and Staffing &amp; Finance</p>

<p>Assessment maintained at outstanding levels In Reading, GPS, Writing, Maths and Phonics across KS1 and KS2.</p>	<p>Development (CPD) for academic staff at all levels via internal insets, Local Authority, Deanery and National training courses.  <b>Cost: £10K</b>  Establish a practice of research for improving the quality and content of teaching across the school. Provide opportunities to observe good practice internally and externally for staff as needed. <b>£2K</b></p>	<p>effective professional development has a direct and positive impact on the quality of teaching and learning in schools.</p> <p>The deeper the knowledge and skills base of staff the better their ability to effectively engage children of all abilities and elicit positive learning outcomes.</p> <p>All Good teaching starts ‘with the end in mind’ so, planning and the attendant appropriate approaches used and applied will aid with achieving expected outcomes.</p> <p>Teachers are professionals and must keep abreast with new strategies, thinking and knowledge via research and on-going CPD. Without this teaching becomes ineffective.</p>	<p>core curriculum content available as needed as a standardised across the school. Pupil Progress meetings used to chart individual pupil progress and outcomes reported to parents and Governors at least three times annually as per school assessment cycle. SLT and SENCO to assess the effectiveness of specialists , instructors and SNAs working with pupils and small groups/sets to ensure high achievement standards across the school. interventions tracked for effectiveness.</p>	<p>Committee to continually assess spend on training (CPD of all forms) to ensure value for money and effectiveness in terms of school outcomes – <b>termly</b></p>
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School's Use And Application Of PPG Funding Towards Diminishing The Differences & Gaining Desired Outcomes				
Success Criteria/ Expected Outcomes	Strategic Action Implemented +Funding	Justification	Quality Assurance& Assessment	Review & Responsibility
<p>Continually Diminishing Differences and closing the FSM/non-FSM attainment gaps Staff and pupils become more confident and competent- National standards met and surpassed Pupils Self-esteem and self-worth raised via welfare and mental health awareness given a</p>	<p><b>KS1 &amp; 2 TA and Teacher inventions with additional resources</b> in Phonics, Reading, Writing and Maths <b>Cost :£5</b></p> <p><b>KS1&amp;2 SEND Interventions:</b>  <b>With attendant resources</b>  Speech and Language Therapy  Play and Drama Therapy via therapist on staff  Colourful Semantics program  ASD Training and Implementation  Ed Psych Sessions  1to1 and Group Sessions  Lego &amp; Block therapy <b>Cost:</b></p>	<p><b>Ofsted</b> : “ <i>Effective research and continuous professional development requires teachers and support staff to review and challenge their existing practice and make the strategic connections between how they teach/instruct and how pupils learn. If pupils are not making sufficient progress an assessment needs to be made of the approaches and methodologies being applied for effectiveness to be assured”</i></p> <p>Additional competent and knowledgeable adults across KS1 andKS2 improve levels and quality of engagement during teaching and learning time and facilitates lower pupil to adult ratios in all classes resulting in pupils being better supported with their behaviour for learning and academic progress.</p> <p>Children are exposed to staff with expert knowledge in</p>	<p>SLT to ensure whole school aims and objectives and National Standards are being met -expectations are of the highest standard from Nursery to Year 6.</p> <p>Communication among Governors, leadership and staff is reciprocal and clear. Viridis (2 year old provision) and EYFS included in the same monitoring procedures in place for KS1 and KS2. Quality of teaching and learning across EYFS as well as expectations monitored as rigorously by SLT via Observations, Drop ins, and Performance Management.</p> <p>Planning, Teaching, Assessment Expectations for coverage and delivery of core and non-core curriculum content are standardised across the school. Development Matters used</p>	<p>Curriculum Lead, SENCO and Assessment Lead to assess effectiveness of interventions <b>half termly</b>-review and make adjustments as needed</p> <p>SLT and Finance Committee to continually assess spend on human and other resources to ensure value for money and effectiveness- <b>termly</b></p> <p>Curriculum Lead and</p>

<p>high profile</p> <p>Employment of a full time therapist to support the most vulnerable</p> <p>Staff and PPG pupil voice valued – included in planning and establishment of programmes</p> <p>PPG pupils attainment and achievement raised and sustained at high levels</p>	<p><b>£33K</b></p> <p><b>Training, Resourcing &amp; Deployment of Specialist Staff</b> in: Phonics/English: Reading, Writing, GPS Maths &amp; Science Music/Performing Arts Dance &amp; Drama &amp; PE <b>Cost: £10K</b></p> <p><b>Hosting Before and After School Clubs:</b> Breakfast Club MAE-wrap around service OOHL x 40 <b>Cost:£5K</b></p> <p><b>Participation in local regional and National initiatives and Programmes</b></p>	<p>specific curriculum areas in lessons across KS1 and KS2 which impacts positively on pupils depth and breadth of knowledge and understanding in the subject areas- generating outstanding outcomes. Pupils also become more confident in their abilities and through motivation and modelling become better learners.</p> <p><b><i>NCTL : Use of a scaffolding and modelling approach within AfL methodology in class better supports pupils progression in line with national expectations- who fall within the deprivation categories of FSM and PPG.</i></b></p> <p><i>Schools that utilise specialists in core subject areas, SNAs as well as capable /more able peers as learning mentors for their FSM pupils will see an increase in the understanding of content being taught and next steps used resulting in the rate of progress among disadvantaged pupils being raised to higher levels when they work consistently receiving supportive feedback.</i></p> <p><i>Ensuring pupil welfare is adequately addressed boosts performance outcomes and builds pupil resilience and esteem.</i></p>	<p>to chart individual pupil progress and outcomes reported to parents at least three times annually.</p> <p>SENCO/Inclusion and EYFS lead to assess the effectiveness of specialists working with pupils Via progress indicator systems uses across school. All interventions tracked for effectiveness.</p>	<p>SLT to ensure enrichment programmes are fit for purpose- <b>half termly checks</b></p> <p>SLT Observation of quality of practice across KS1 &amp; KS2 done- <b>half termly/as needed</b></p>
<p>Pupils’ world view broadened via exposure to a varied range of experiences /programmes</p>	<p>Pupils Provided with opportunities for engaging in memorable experiences which enrich their learning journey: Trips across London and abroad, Theatres, Zoos Museums, West End Shows/Visits subsidised by PPG fund: <b>Cost £20K</b></p>	<p>R W Emerson promulgates: <b><i>“The mind, once stretched by a new idea, thought, experience or learning can never return to its original dimensions”</i></b> PPG pupils at St Antony’s are more confident in their abilities to perform in the classroom and on any stage through exposure to a range of first hand memorable experiences eg: Singing at our annual Virtues Festival to hundreds of Parents and for The HRH Queen Elizabeth 2<sup>nd</sup></p>	<p>SLT and Governors ensure via rigorous review and assessment cycle that the curriculum is broad, deep and balanced with heavy focus on: value added.</p>	<p>Programmes are assessed <b>annually</b> by SLT and Governors to determine if they add value to pupils learning journey and overall outcomes.</p>

## Impact of Programmes and Strategies Implemented on School Achievement and Attainment Supported by PPG

St. Antony's Outcomes	National Outcomes	Local Authority Outcomes
<b>EYFS Data St Antony's 2018:</b> Prime Learning Goals..... <b>88%</b> Specific Learning Goals..... <b>90%</b> Good Level of Development..... <b>83%</b> Average Points Scored..... <b>34.5%</b> Greater Depth: <b>40%</b>	<b>EYFS Data National Comparison 2018:</b> Prime Learning Goals..... <b>81%</b> Specific Learning Goals..... <b>75%</b> Good Level of Development..... <b>74%</b> Average Points Scored..... <b>31%</b>	<b>EYFS Data Borough Comparison 2018:</b> Prime Learning Goals..... <b>79%</b> Specific Learning Goals..... <b>70%</b> Good Level of Development..... <b>69%</b> Average Points Scored..... <b>30%</b>
<b>KS1 Data (End of Year 2) St Antony's 2018:</b> Reading..... <b>93%</b> Writing..... <b>93%</b> Maths..... <b>92%</b> RWM..... <b>92%</b> Greater depth: <b>40%</b> Phonics..... <b>93%</b>	<b>KS1 Data (End of Year 2) National 2018:</b> Reading..... <b>70%</b> Writing..... <b>76%</b> Maths..... <b>78%</b> RWM..... <b>78%</b> Phonics..... <b>83%</b>	<b>KS1 Data (End of Year 2) Borough Comparison 2018:</b> Reading..... <b>80%</b> Writing..... <b>76%</b> Maths..... <b>81%</b> RWM..... <b>80%</b> Phonics..... <b>88%</b>
End of KS2 Outcomes 2018	National Outcomes For KS2	Local Authority Outcomes
<b>St Antony's KS2 2018:</b> Reading..... <b>97%</b> <b>48% Higher standard</b> Average Scaled Score: <b>113 of possible 120</b> Writing..... <b>100%</b> <b>48% Higher standard</b> Average Scaled Score: <b>N/A in writing</b> Maths..... <b>98%</b> <b>48% Higher standard</b> Average Scale Score <b>115: of possible 120 total</b> GPS..... <b>100%</b> <b>48% Higher standard</b> Average Scale: <b>Score 119 of possible 120 total</b> RWM..... <b>97%</b>	Reading..... <b>80%</b> Writing..... <b>83%</b> Maths..... <b>91%</b> RWM..... <b>64%</b> GDS..... <b>10%</b>	Reading..... <b>81%</b> Writing..... <b>85%</b> Maths..... <b>90%</b> RWM..... <b>75%</b> GDS..... <b>13%</b>

The School's outcomes were significantly above national in combined attainment measures which is outstanding: 97% combined R+W+M (combined average score for Reading Writing and Maths Nationally) 48% combined higher standard (almost half of all pupils in year 6 on average scored the higher standard)

Progress in RWM 2018	St Antony's	LA	National
Reading	7.5	1.8	2.5
Writing	5.4	2.2	3.5
Maths	10.3	3.5	2.5

Newham Progress Figures are in blue / National figures are in red as a comparison

95% of PPG pupils @ end of KS2 2018 and 90% @end of KS1 2018 on FSM/Pupil Premium achieved at national standards or better in Reading, Writing , SPAG and Maths. All pupils performed significantly above National Standards overall with almost 40% achieving the higher standard.

**Action Point:** The benchmarking report from the DFE for 2017-18 indicates that based on the data they hold for St Antony's 24.6% (rounded up to 25% or approximately 120 pupils) of our total enrolment were eligible for FSM/PPG in 2018 but the current information on SIMS from LBN indicates that only a approximately quarter of this number (28pupils) are presently eligible for FSM/PPG in 2018-19-we need to challenge this