



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

### **Pupil Premium Grant (PPG) Funding : Income, Implementation and Impact Report 2019-2020**

#### **School Context Summary**

<b>Context Data</b>	<b>Breakdown</b>	<b>Additional Information</b>
Total Number of Pupils on Roll	<b>472</b>	Current number on roll from Nursery to Year 6
Number of Pupils Eligible & Registered for Pupil Premium Grant	<b>96</b>	Representing 20% of current total school population
Number of Pupils Eligible for PPG 2019-2020 based on historical school data	<b>140</b>	30% of total school population are eligible- however the deficit indicates parents whose status has changed their child's eligibility or who meet eligibility but have not applied and registered for this PPG
PPG Funding Received 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
PPG Funding Received Per LAC	<b>0</b>	Currently no Looked After Children on roll
PPG Funding Received For Academic Year 2020-2021	<b>£126,740</b>	Total PPG Funding Available To Support programmes for Pupils Eligible for FSM
Total Proposed PPG Budget spend 2020-2021	<b>£127,000</b>	Any over spend will be covered by SEND/Inclusion Funding for those on FSM

One of our Key Aims at St Antony's Catholic Primary School (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, Reading Comprehension 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 in recent 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 2018. The school was named **Primary School of The Year** by the Sunday Times in 2019. In 2020 the impact of the national school Lock Down due to COVID-19 resulted in a slight dip in overall outcomes and it is anticipated that this dip will be sustained during the current school year due to learning loss.

## Common Barriers Encountered By Pupils Eligible For FSM and PPG Funding 2020-2021

<b>Barriers Encountered in School</b>	<b>Phase where this is Most Evident</b>	<b>Strategic Actions Taken To Bridge Gaps</b>
<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 communication, reading and comprehension.</p>	<p><b>Across all Phases as 57% of enrolment are officially registered as EAL</b> with many parents in this area speaking little or no English and struggle to support their children with English language acquisition.</p>	<p>Phonics, Reading, GPS and Writing given more learning time daily. Phonics is taught daily across EYFS &amp; KS1 for 15-45mins from N to Yr2 Reading for enjoyment is done daily across the school for 10-15mins. Reading homework is given daily from Nursery to Year 6 via Bug Club</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 EAL 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 use of English as classes are vocabulary rich. Staff model outstanding spoken and written English daily.</b> Parents' Workshops in Phonics &amp; English are normally held termly.</p>
<p><b>Limited oral skills resulting in poor expressive language</b> which impacts on the quality of speaking and listening, reading, comprehension and writing</p>	<p><b>EYFS, Key Stage 1 and EAL Mid-Phase Admissions</b> across the school also among the wide cross section of the parent body.</p>	<p><b>Drama, Performing Arts, Reading and Writing Interventions &amp; Clubs</b> which encourage the use of language and develops competence and confidence with the use and understanding of the English language.</p>
<b>Barriers Encountered Outside School</b>	<b>Phase where this is Most Evident</b>	<b>Strategic Actions Taken To Remediate</b>
<p><b>Limited access to IT devices to engage fully in REMOTE/BLENDED LEARNING initiated on Class Dojo during this first National Lock down launched March 20th, 2020 due to the COVID-19 Pandemic.</b> Many parents not able to support their children's learning sufficiently and struggled with the content to be covered and strategies to be applied although modelled by staff daily.</p>	<p>Across all phases to a greater or lesser degree depending on family economic status. <b>Many families did not have sufficient numbers (2 or three devices) in terms of Laptops or I-Pads for their children to work from home once the lockdown was initiated in order to complete work set on Class Dojo by all Teaching Staff on-line daily. Work posted late in the evenings or at night by many children once they were able to get use of devices at home. Older siblings had priority where devices are available</b></p>	<p><b>Kew Workers' children and the Vulnerable and Deprived (on FSM) allowed to attend school all other pupils engaged in on line learning. Training for staff on Google Classroom use and application initiated to support Remote/Blended learning. Applications made to the DfE for devices to aid pupils-none received to date. School took initiative to use school's laptop devices on loan to families in need on a special contract agreement from school to aid REMOTE/BLENDED LEARNING.</b></p>
<p>Although over time <b>many parents were furloughed and made redundant</b> many others still worked multiple jobs and unsociable hours leaving them unable to support children's learning at all or effectively. <b>Limited quality time spent with children by parents/carers although many were now working from home-</b> discussions around learning to reinforce understanding of skills &amp; concepts still limited.</p>	<p>Across all phases to a greater or lesser degree as many parents of the school lost jobs or continued to work long hours in multiple jobs on zero hours contracts. It is for this reason that the school is integrally involved in the <b>Living Wage Campaign</b> to support its poorest and most deprived Parents and families.</p>	<p>The school continues to engage remotely via zoom/webinars/Google meets with programmes which encouraged parent pupil engagement such as: <b>Early Help, Head Start, Triple P (PPP), F.A.S.T</b> (Families and Schools Together) and <b>The Living Wage Campaign with Citizens UK</b>; as well as hosting <b>Parent and Pupil catch up in Phonics, Reading, Writing, Maths and GPS on-line via Class Dojo</b> and work packs to support learning at home made available to parents and pupils.</p>
<p><b>Vulnerable and Deprived Children and families having limited access to sustained quality social housing, existing in cramped living spaces with overcrowding resulting in High levels of COVID-19 infections across Newham Borough.</b></p>	<p>Across all phases to a greater or lesser degree It is for this reason that the school became more integrally involved in the <b>Living Wage Campaign and the London Mayoral Assembly</b> to support its poorest and most deprived Parents and families.</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 London Living Wage and giving parents access to opportunities for socio-economic development and stability.</p>
<p><b>Parents' Legal Status in the country preventing them from having access to good social housing or sustained good medical care and services for their children- to prevent vulnerability to the COVID-19 and underlying conditions such as asthma and other respiratory conditions which affect attendance and learning.</b></p>	<p>Across all phases to a greater or lesser degree as some parents are refugees and asylum seekers who cannot work officially and take work on zero hours contracts. It is for this reason that the school is integrally involved in the <b>Early Help and advocacy programmes</b> to support its poorest and most vulnerable and deprived parents/ families.</p>	<p><b>FSM pupils provided with Food Vouchers, placed in Breakfast Club and other school support programmes by providing additional meals and support with uniforms, shoes along with FSM provided each day.</b> Parents, Pupils and Staff work with TELCO (the East London Community Organisation), Citizen's UK, the Church and other NGO's to secure better advice and support available for vulnerable pupils and families in the local community.</p>

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

Success Criteria/ Expected Outcomes	Strategic Action Implemented +Funding Over Autumn2019 and Spring Terms 2020	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 year in EYFS</p>	<p>Increase number of fully qualified CTs with QTS across EYFS from 2 to 3 by end of 2021 via School Direct/ SCITT -funded by the school. <b>Cost: £20,000</b></p> <p>Increase the number of HLTA's across EYFS/KS1/KS2 by 2021-2022 from 6 to 7 <b>£2K</b></p> <p>Provide additional quality resources to support language acquisition and learning (books &amp; equipment). <b>£5K</b></p> <p>Use PPG funding to provide an additional adult in EYFS <b>Cost: while making good use of volunteers and students on placement to support learning.</b></p> <p><b>Summer Terms 2020</b> Applications made to the DfE for devices to aid pupils with new Remote/Blended learning. Remote/Blended learning CPD hosted for staff with funds earmarked to purchase laptops <b>£20,000K</b></p>	<p>In a recent study conducted in 2019 across schools in East London with high EAL numbers by the University of London-findings indicated that <i>schools that take a more holistic approach to language development and acquisition with EAL pupils and their families 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 in 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. Communication of the vision among leadership is reciprocal and clear.</p> <p>Viridis (2 year old provision) Nursery and Reception are included in the same monitoring procedures in place for KS1 and KS2. Quality of teaching and learning across EYFS as well as expectations are monitored as rigorously by SLT via Observations, Drop ins, and Performance Appraisals. Planning, Teaching, Assessment Expectations for coverage and delivery of core and non-core curriculum content are standardised across the school. The Revised Development Matters is used to chart individual pupil progress and outcomes reported to parents at least three times annually in consultation and in written reports.</p> <p>SENCO/Inclusion lead assesses the effectiveness of specialists such as speech and Language Therapists working with pupils</p> <p>Via progress indicator systems uses across school. All interventions are tracked for effectiveness.</p>	<p>Governors and SLT To assess effectiveness of staffing structure and investment in staff annually for impact</p> <p>SLT and Finance Committee to continually asses spend on resources to ensure value for money and effectiveness termly</p> <p>EYFS Phase Lead and SENCO to ensure interventions are fit for purpose half termly</p> <p>SLT Observation of quality of practice done half termly/as needed to track outcomes for quality</p>
<p>Quality of Teaching Learning and Assessment maintained at highest level possible in Reading, GPS, Writing, Maths and Phonics across all Key stages virtually and face-to-face</p>	<p>Provide opportunities for Continued Professional Development (CPD) for academic staff at all levels via face-to-face and online training via Local Authority, Deanery and National training courses. <b>Cost: £10K</b></p> <p>Establish a practice of research for improving the quality and content of teaching across the school.</p> <p>Provide opportunities to observe good practice internally and externally for staff as needed. <b>£5K</b></p>	<p>In a study conducted by the Institute of Education (IOE) University College London (2019) findings indicated that effective professional development has a direct and positive impact on the quality of teaching and learning in schools. 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. 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. Teachers are professionals and must keep abreast with new technology and strategies, thinking and knowledge via research and on-going CPD.</p> <p><b>Blended and Remote Learning becoming the new normal across the school by Summer 2020</b></p>	<p>CPD in Education Research, Planning, Teaching and Assessment of core and non-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.</p> <p>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.</p> <p>interventions tracked for effectiveness.</p>	<p>SLT, Curriculum and Staffing &amp; Finance Committee to continually asses training (CPD of all forms) to ensure this is linked to current needs and effectiveness in terms Remote and Blended learning needs arising due to Covid-19</p>

## 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 FMS attainment gaps <b>Staff and pupils become more confident and competent- National standards met and surpassed</b></p> <p>Pupils Self-esteem and self-worth raised</p> <p>Staff and PPG pupil voice valued – included in planning and establishment of programmes PPG pupils attainment and achievement raised</p>	<p><b>KS1 &amp; 2 TA and Teacher inventions with additional resources</b> in Phonics, Reading, Writing and Maths <b>Cost :£5K</b></p> <p><b>KS1&amp;2 SEND Interventions: With attendant resources</b> Speech and Language Therapy Play and Drama Therapy Colourful Semantics ASD Training and Implementation Ed Psych Sessions for relevant pupils 1to1 and Group Sessions Cost: <b>£10K</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>Summer Terms 2020 Hosting FSM Children in Before and After care programmes:</b> Breakfast Club MAE-wrap around service <b>Cost:£5K</b></p> <p><b>Participation in local regional and National initiatives and Programmes curtailed due to Covid-19</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>” Additional competent and knowledgeable adults across KS1 and KS2 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. Children are exposed to staff with expert knowledge in 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>NCTL</b> : <i>Use of a scaffolding &amp; modelling approach within Afl methodology in class better supports pupils who fall within the deprivation categories of FSM and PPG. Schools that utilise specialists, SNAs as well as capable /more able peers as learning mentors for their FSM pupils will see an increase the understanding of content being taught &amp; next steps used resulting in the rate of progress among disadvantaged pupils being raised when they work consistently receiving supportive feedback. Ensuring pupil Mental Health &amp;, welfare is addressed effectively outcomes &amp; builds pupil resilience &amp; esteem.</i></p>	<p>SLT to ensure whole school aims, 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/KS1/KS2 as well as expectations monitored as rigorously by SLT/Phase/Subject Leads via Observations, Drop ins, and Performance Appraisals.</p> <p>Planning, Teaching, Assessment Expectations for coverage and delivery of core and non-core curriculum content are standardised across the school. Revised Development Matters 2020 used 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 deprived and vulnerable pupils Via progress indicator systems uses across school. All interventions tracked for effectiveness.</p>	<p>Curriculum Lead, SENCO and Assessment Lead to assess effectiveness of interventions half termly-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 termly</p> <p>Curriculum Lead and SLT to ensure enrichment programmes are fit for purpose- half termly checks</p> <p>SLT Observation of quality of practice across KS1 &amp; KS2 done half termly/as needed</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 £30K</b></p>	<p>R W Emerson promulgates: “<i>The mind, once stretched by a new idea, thought, experience or learning can never return to its original dimensions</i>” 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><b>SLT and Governors ensure via rigorous review and assessment cycle that the curriculum has good depth and breadth and balanced with heavy focus on: value added.</b></p>	<p>Programmes are assessed annually 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

\*It is important to note that there were no National Outcomes/Comparisons for 2020 as No KS1 or KS2 SATS or LBN Moderations were held due to COVID-19

St. Antony's Outcomes	National Outcomes	Local Authority Outcomes
<b>EYFS Data St Antony's 2019:</b> Prime Learning Goals..... <b>89%</b> Specific Learning Goals..... <b>94%</b> Good Level of Development..... <b>88%</b> Average Points Scored..... <b>36%</b>	<b>EYFS Data National Comparison 2019:</b> Prime Learning Goals..... <b>79%</b> Specific Learning Goals..... <b>71%</b> Good Level of Development..... <b>72%</b> Average Points Scored..... <b>34%</b>	<b>EYFS Data Borough Comparison 2019:</b> Prime Learning Goals..... <b>80%</b> Specific Learning Goals..... <b>76%</b> Good Level of Development..... <b>71%</b> Average Points Scored..... <b>35%</b>
<b>KS1 Data (End of Year 2) St Antony's 2019:</b> Reading..... <b>89%</b> <b>42%</b> Writing..... <b>80%</b> <b>29 %</b> Maths..... <b>87%</b> <b>42.%</b> RWM..... <b>85%</b>	<b>KS1 Data (End of Year 2) National 2019:</b> Reading..... <b>75%</b> Writing..... <b>69%</b> Maths..... <b>75%</b> RWM..... <b>70%</b>	<b>KS1 Data (End of Year 2) Borough Comparison 2019:</b> Reading..... <b>79%</b> Writing..... <b>75%</b> Maths..... <b>81%</b> RWM..... <b>75%</b>
End of KS2 Outcomes 2019	National Outcomes For KS2 2019	Local Authority Outcomes 2019
<b>St Antony's KS2 2018:</b> Reading..... <b>98%</b> <b>80%</b> <b>Higher standard</b> Average Scaled Score: 113 of possible 120  Writing..... <b>95%</b> <b>69%</b> <b>Higher standard</b> Average Scaled Score: N/A in writing  Maths..... <b>100%</b> <b>79%</b> <b>Higher standard</b> Average Scale Score 115: of possible 120 total  GPS..... <b>100%</b> <b>69%</b> <b>Higher standard</b> Average Scale: Score 118 of possible 120 total  RWM..... <b>94%</b>	Reading..... <b>73%</b>  Writing..... <b>78%</b>  Maths..... <b>79%</b>  RWM..... <b>65%</b>	Reading..... <b>79%</b>  Writing..... <b>83%</b>  Maths..... <b>86%</b>  RWM..... <b>74%</b>

The School's outcomes were significantly above national in combined attainment measures which is outstanding: 94% 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 2019	St Antony's	LA	National
Reading	8.9	1.9	0.0
Writing	6.4	2.0	0.0
Maths	8.7	2.7	0.0

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

**95% of pupils @ end of KS2 and 90% @end of KS1 on FSM/Pupil Premium achieved at national standards or better) in Reading, Writing , SPAG and Maths. All our pupils performed significantly above National Standards overall inclusive of large majority of our FSM/PPG pupils.**