

Pupil Premium Strategy Statement: St Augustine's Catholic Primary School 2016/2017

1. Summary information					
School	St Augustine's Catholic Primary School				
Academic Year	2016/17	Total PP budget	£67,620	Date of most recent PP Review	13 July 2016
Total number of pupils	207	Number of pupils eligible for PP	56	Date for next internal review of this strategy	Jan 2017

2. Current attainment (2016 leavers)		
10 Pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving scaled score of 100+ in reading, writing and maths	50%	60%
Reading progress score	-0.52	0
% achieving scaled score of 100+ in reading	60%	72%
Reading attainment average score	100.9	103.8
Maths progress score	1.34	0
% achieving scaled score of 100+ in maths	60%	76%
Maths attainment average score	101.1	104.1
Writing progress score	1.41	0
% achieving scaled score of expected standard + in writing (teacher assessment)	80%	79%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	<i>EAL background – in each class there are significant numbers of pupils from non English speaking backgrounds. This impacts on their ability to reach age related expectations by the end of KS2. This is also a limiting factor in relation to both writing and reading comprehension achievement across the school.</i>
B.	<i>Emotional barriers for some of our PP children may be impacting on their academic progress.</i>
C.	<i>There is a gap between the attainment of disadvantaged and non-disadvantaged pupils meeting the standard at the end of KS2 in Reading and in Maths</i>

External barriers (issues which also require action outside school, such as low attendance rates)

D.	<i>Homework is completed inconsistently, thus reducing the overall impact of learning.</i>
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<i>To accelerate progress with PP children in reading, writing and maths in KS1 and through KS2 through carefully planned interventions and monitoring.</i>	<i>Progress from KS1 to KS2 is at least in line with progress rates of non-PP children.</i>
B.	<i>Identified pupils will be supported by in-school Learning Mentors</i>	<i>Pupils become more emotionally resilient.</i>
C.	<i>Close the attainment gap between disadvantaged pupils in the school and nationally by ensuring that the progress of disadvantaged pupils is at least equal to that of the other pupils.</i>	<i>All PP pupils to make at least expected progress as defined by internal tracking system which is aligned to national expectations.</i>
D.	<i>Homework is completed and submitted within the deadline set by the teacher.</i>	<i>All homework for PP children submitted on time.</i>

5. Planned expenditure

Academic year

2016/17

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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><i>Progress from KS1 to KS2 is at least in line with the national average.</i></p> <p><i>PP children make consistent progress through both KS1 and KS2 so the expected attainment in KS2 is equivalent to or higher than KS1 in Reading, Writing and Maths.</i></p> <p>Increase the % of children reaching National Standard in all three areas at the end of KS2</p>	<p>Staff training on improving standards in Reading and Writing led by an external consultant.</p> <p>Staff training on Guided Reading and mastery in Maths.</p> <p>Staff training on formative assessment and the use of internal tracker SPTO to show progress.</p>	<p>Raising attainment in Reading and Writing are whole school priorities. All staff and pupils will benefit long term from this investment in training.</p> <p>Raise-on-line data for 2015-16 showed that not all pupils eligible for PP made expected progress from KS1.</p>	<p>Use Inset days to deliver training</p> <p>English leader to oversee implementation of suggested actions</p> <p>Learning walks</p> <p>Termly tracking</p> <p>Effective tracking and monitoring. .</p> <p>KS leaders and class teachers monitor the impact of interventions. Interventions are adapted when necessary.</p>	<p>SLT and PP co-ordinator</p>	<p>Jan 2017</p>

<p>Higher ability pupils maintain at least expected progress throughout the Key Stage particularly in Reading.</p>	<p>Effective differentiation to challenge the HA pupils</p> <p>Challenge activities in each Maths lesson – resources purchased to support this</p> <p>High quality texts explored in English to further develop comprehension skills</p> <p>Booster teacher to work with identified pupils two mornings per week. Additional TA to support pupils in KS1.</p>	<p>Raise-on-line data for 2015-16 showed that the progress of high prior attaining pupils in Reading was significantly lower than national.</p>	<p>Higher attainers to be recognised and their progress reviewed in termly pupil progress meetings to ensure support provided where appropriate.</p> <p>Work scrutiny Learning walks Pupil tracking</p>	<p>SLT and class teachers</p>	<p>Feb 2017</p>
					<p>£34,000</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress from KS1 to KS2 is at least in line with the national average.	1:1 & small group intervention work Targeted reading and comprehension activities in both small groups and 1:1. Targeted intervention in English and Maths in small teaching groups. Booster teacher to work with identified pupils two mornings per week. Additional TA to support pupils in KS1.	Some of the students need targeted support to continue with their development and can be held back by one area of learning, which impacts on progress in the whole subject. Regular quality interventions have an impact on the ongoing development of a child's reading skills and by supporting work completed in class and at home, children in KS2 will be able to at least maintain their progress.	Pupil progress meetings between staff carrying out interventions, class teachers and SLT to review progress and amend interventions in order to have maximum effect. Regular meetings between staff carrying out interventions, class teachers and SLT to review progress and amend interventions in order to have maximum effect.	SLT	Termly
Higher ability pupils maintain at least expected progress throughout the Key Stage particularly in Reading.	Effective differentiation to challenge the HA pupils Challenge activities in each Maths lesson – resources purchased to support this High quality texts explored in English to further develop comprehension skills	Raise-on-line data for 2015-16 showed that the progress of high prior attaining pupils in Reading was significantly lower than national.	High attainers to be recognised and their progress reviewed in termly pupil progress meetings to ensure support provided where appropriate. Work scrutiny Learning walks Pupil tracking	SLT and class teachers	Feb 2017
Total budgeted cost					£31,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of pupils eligible for PP is in line with other pupils.	EWO to monitor and carry out home visits if necessary.	Raise-on-line shows that attendance of pupils eligible for PP is below other pupils'.	Regular meetings between SMT and EWO.	MS	Jan 2017
Academic progress is not affected by emotional issues	Liaise with specialist agencies for support.	The EEF Toolkit suggests that "Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)."	Ensure early identification of 'affected' pupils Use specialist agencies to engage with children and parents where appropriate. (Malachi, Ed Psych, PSS, CAT)	SMT and PP co-ordinator	Jun 2017
Total budgeted cost					£7,000

6. Review of expenditure				
Previous Academic Year		2015 – 16		
i. Quality Teaching				
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)	Cost: £44,000
Improved outcomes for PP pupils in Reading, Writing and Maths at the end of each Key Stage.	Targeted intervention in English and Maths in small teaching groups. Booster teacher to work with identified pupils two mornings per week. Additional TA to support pupils in KS1.	<p>2016: End of KS2: 10 pupils - 6 pupils achieved the national standard in reading, 8 in writing and 6 in maths.</p> <p>At KS1, 6 of the 10 PP children achieved the expected standard or above in reading, writing and maths.</p>	<p>The majority of pupils benefited from increased support personalised to their need as evidenced by internal data.</p> <p>As they embed their roles in school subject leaders need to continue to monitor the progress of PP children in detail</p> <p>This approach to targeted intervention will continue.</p>	
ii. Targeted support				
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)	Cost: £38,000
Attainment gap has narrowed between PP pupils and non PP.	Targeted intervention in English and Maths in small teaching groups. Booster teacher to work with identified pupils two mornings per week. Additional TA to support pupils in KS1.	<p>2016: End of KS2: Overall progress for disadvantaged pupils is at least in line with expectations (0) for all pupils. Attainment for disadvantaged pupils is below that of other pupils nationally in Reading and Maths but not significantly so.</p> <p>End of KS1: For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.</p>	<p>All pupils benefited from additional support and intervention.</p> <p>Most PP children make at least expected progress throughout the school – need to ensure that pupils eligible for PP also make more than expected progress to narrow the gap further.</p> <p>This approach to targeted intervention will continue.</p>	

iii. Other approaches				
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)	Cost: Reflected above
Increase parental involvement in completion of homework to support learning	<p>Embed the use of “Homework Diaries” which allow home school dialogue</p> <p>Planned cycle of transition meetings to clarify expectations</p> <p>Time to complete homework in school as appropriate</p>	<p>Parents have responded well to the “Homework Diary” and it has promoted home school dialogue.</p> <p>Transition meetings were very well attended and feedback from parents was very positive.</p>	. The use of “Homework Diaries” will continue.	

7. Additional detail
<p>Additional information which we have used to inform the statement above.</p> <p>“Raiseonline” – past two years Inspection Dashboard 2016 Internal tracking data Pupil Premium Review – July 2016 Pupil Premium Development Plans</p>