

# Pupil Premium Strategy Statement: St Augustine's Catholic Primary School 2017/2018

| 1.Summary information  |  |                                  |         |  |           |
|------------------------|--|----------------------------------|---------|--|-----------|
| School                 | St Augustine's Catholic Primary School |                                  |         |  |           |
| Academic Year          | 2017/18                                | Total PP budget                  | £61,020 | Date of most recent PP Review                  | July 2017 |
| Total number of pupils | 201                                    | Number of pupils eligible for PP | 56      | Date for next internal review of this strategy | Jan 2018  |

| 2.Current attainment (2017 leavers) |   |  |
|-------------------------------------|---|--|
| 9 Pupils                            | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % making progress in Reading        | 56%   | 71%  |
| Reading progress score              | -1.1  | 0  |
| % making progress in Writing        | 67%   | 76%  |
| Writing progress score              | 1.8   | 0  |
| % making progress in Maths          | 78%   | 75%  |
| Maths progress score                | 2.1   | 0  |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability)                              |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| <b>A</b>  | <i>EAL background – in each class there continues to be 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>B</b>  | <i>Poor social skills and low self esteem of identified pupils.</i>   |
| <b>C</b>  | <i>Lack of progress in Reading.</i>   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>D</b>  | <i>Poor Attendance is an issue for some identified PP children</i>  |

#### 4. Outcomes

|          | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
|----------|--|---|
| <b>A</b> | <i>To accelerate progress with PP children in Reading, Writing and Maths in KS1 and throughout 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>B</b> | <i>Identified pupils will be supported by in-school Learning Mentors</i>   | <i>Pupils show more confidence and improvement in social skills</i>   |
| <b>C</b> | <i>Raise attainment in Reading across the school for all children.</i>   | <i>All PP pupils to make at least expected progress as defined by internal tracking system which is aligned to national expectations.</i> |
| <b>D</b> | <i>Attendance of PP children will be at least in line with the national average</i>  | <i>Attendance is improved for all PP children</i>   |

## 5. Planned expenditure

Academic year

2017/18

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>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.</p> <p>All staff and pupils will benefit long term from this investment in training.</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>KS leaders and class teachers monitor the impact of interventions.</p> <p>Interventions are adapted when necessary.</p> | <p>SLT and PP co-ordinator</p> | <p>Jan 2018</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.<br/>Additional TA to support pupils in KS1.</p> | <p>Raise-on-line data for 2016-17 showed that the progress of high prior attaining pupils in Reading was below 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<br/>Learning walks<br/>Pupil tracking</p> | <p>SLT and class teachers</p> | <p>Oct/Feb/July 2018</p> |
|  |   |   |   |                               | <p>£20,000</p>           |

| <b>ii. Targeted support</b>   |  |   |   |                        |   |
|---|--|---|---|------------------------|---|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence &amp; rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>      | <b>When will you review implementation?</b> |
| Progress from KS1 to KS2 is at least in line with the national average.                                     | 1:1 & small group intervention work<br>Targeted reading and comprehension activities in both small groups and 1:1.<br>Targeted intervention in English and Maths in small teaching groups.<br>Booster teacher to work with identified pupils two mornings per week.<br>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.<br><br>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.<br>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<br><br>Challenge activities in each Maths lesson – resources purchased to support this<br><br>High quality texts explored in English to further develop comprehension skills  | Raise-on-line data for 2016-17 showed that the progress of high prior attaining pupils in Reading was lower than national.  | High attainers to be recognised and their progress reviewed in termly pupil progress meetings to ensure support provided where appropriate.<br>Work scrutiny<br>Learning walks<br>Pupil tracking  | SLT and class teachers | Feb 2018                                    |
| <b>Total budgeted cost</b>  |  |   |   |                        | £33,000                                     |

| <b>iii. Other approaches</b>  |   |  |   |                                |   |
|---|---|--|---|--------------------------------|---|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence &amp; rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>              | <b>When will you review implementation?</b> |
| <i>Attendance of pupils eligible for PP is in line with other pupils.</i> | <i>EWO to monitor and carry out home visits if necessary.<br/><br/>Fortnightly meetings with attendance officer.<br/><br/>Tracking of individual pupil attendance particularly those who fall below 95%</i> | <i>Raise-on-line shows that attendance of pupils eligible for PP is below other pupils'.<br/><br/>Spotlighting families where attendance falls below 90% in order to increase attendance for individual pupils and increase whole school attendance figures.</i> | <i>Regular meetings between SMT and EWO.<br/><br/>Track attendance weekly.<br/><br/>Provide release time for Office manager to work with Attendance Officer</i>       | <i>MS</i>                      | <i>Jan 2018</i>                             |
| <i>Academic progress is not affected by emotional issues</i>              | <i>Liaise with specialist agencies for support.</i>   | <i>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).”</i>                  | <i>Ensure early identification of ‘affected’ pupils<br/><br/>Use specialist agencies to engage with children and parents where appropriate. ( Ed Psych, PSS, CAT)</i> | <i>SMT and PP co-ordinator</i> | <i>Jun 2018</i>                             |
| <b>Total budgeted cost</b>  |   |  |   |                                | <b>£7,000</b>                               |

| 6. Review of expenditure  |  |   |   |               |
|---|--|---|---|---------------|
| Previous Academic Year  |  | 2016/2017   |   |               |
| 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: £34,000 |
| 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.<br>Booster teacher to work with identified pupils two mornings per week.<br>Additional TA to support pupils in KS1. | <b>2017: End of KS2:</b> 9 pupils - 5 pupils achieved the national standard in reading, 6 in writing and 5 in maths.<br>Progress measures for PP pupils was as follows:<br>Reading: - 1.1<br>Writing: 1.8<br>Maths: 2.1<br><br>Of the 9 pupils eligible for PP funding in Y6, 6 had additional identified SEN   | The majority of pupils benefited from increased support personalised to their need as evidenced by internal data.<br><br>As they embed their roles in school subject leaders need to continue to monitor the progress of PP children in detail<br><br>This approach to targeted intervention will continue.             |               |
| 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: £31,000 |
| Attainment gap has narrowed between PP pupils and non PP.                                   | Targeted intervention in English and Maths in small teaching groups.<br>Booster teacher to work with identified pupils two mornings per week.<br>Additional TA to support pupils in KS1. | <b>2017: End of KS2:</b> Overall progress for disadvantaged pupils is at least in line with expectations (0) for all pupils.<br>Attainment for disadvantaged pupils is below that of other pupils nationally in Reading but higher in both Writing and Maths<br><br><b>End of KS1:</b> For KS1 disadvantaged pupils, attainment in all subjects for all EYFS development groups was close to national figures for other pupils. | All pupils benefited from additional support and intervention.<br><br>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.<br><br>This approach to targeted intervention will continue. |               |

| <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> (and whether you will continue with this approach) | <b>Cost: Reflected above</b> |
| 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> <p>Pupils have developed increased responsibility for the completion of homework tasks</p> | . The use of “Homework Diaries” will continue.                            |                              |

| <b>iv. Additional detail</b>  |
|---|
| <p><b>Additional</b> information which we have used to inform the statement above.</p> <p>Analyse School Performance 2016/2017</p> <p>Inspection Dashboard 2016/2017</p> <p>Internal tracking data</p> <p>Pupil Premium Review – July 2017</p> <p>Pupil Premium Development Plans</p> |