

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

## 2019/2020

1.Summary information					
<b>School</b>	St Augustine's Catholic Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£68,260	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	206	<b>Number of pupils eligible for PP</b>	50	<b>Date for next internal review of this strategy</b>	July 2020

2.Current attainment (2019 leavers information – no SAT results in 2020 due to Covid restrictions)		
<b>8 Pupils</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving scaled score of 100+ in reading, writing and maths</b>	63%	71%%
<b>Reading progress score</b>	1.63	0.32
<b>% achieving scaled score of 100+ in reading</b>	75%	70%
<b>Reading attainment average score</b>	105.1	105.5
<b>Maths progress score</b>	0.38	0.37
<b>% achieving scaled score of 100+ in maths</b>	75%	73%
<b>Maths attainment average score</b>	104.3	106.1
<b>Writing progress score</b>	-1.77	0

### 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)*

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| <b>A</b> | <i>Increasing numbers of pupils with very poor oral, auditory and phonic skills in English on entry to school. In addition there are significant numbers of pupils in each year group throughout the school who come from an EAL background.</i> |
| <b>B</b> | <i>Poor social skills and low self esteem of identified PP pupils, some of whom have identified SEND challenges.</i>   |
| <b>C</b> | <i>Many children eligible for PP have reduced literacy experiences which impacts on progress in Reading and Writing at the end of each Key Stage.</i>  |

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

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| <b>D</b> | <i>Poor attendance and punctuality of identified pupils.</i> |
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### 4.Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	<i>To accelerate progress for all PP children in Reading, Writing and Mathematics in both KS1 and KS2 through carefully planned interventions and monitoring.</i>	<i>All PP children make good or better progress to ensure that any attainment gap is closed. Needs are identified swiftly and staff held to account within Pupil Progress meetings.</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>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>
<b>D</b>	<i>Attendance of PP children will be at least in line with the national average.</i>	<i>Attendance for the whole school is in line with or better than national 96%. There is little gap between PP and Non-PP children.</i>

**5. Planned expenditure**

**Academic year**                      **2019/20**

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**

<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>
<p>Progress from KS1 to KS2 for PP pupils is at least in line with the national average.</p> <p>Ensure that the % of pupils reaching the Expected Standard in Reading, Writing and Mathematics at the end of KS2 is at least in line with national outcomes.</p>	<p>Continue to Embed “Read, Write, Inc” throughout EYFS and KS1.</p> <p>Additional small group precision teaching.</p> <p>Targeted reading aloud and discussing books with the younger children</p> <p>Explicitly extending pupils’ spoken vocabulary</p> <p>Termly monitoring of progress by “R, W, Inc” external assessor.</p> <p>Embed “Language &amp; Literacy” in Y3 and Y4.</p> <p>English lead to continue to monitor the choice of text to extend challenge in Y5 and Y6.</p>	<p>Raising attainment in Reading and Writing are whole school priorities. Attainment on Entry to Reception Class is below typical for the majority of pupils.</p> <p>Intervention groups identified through internal tracking of Pupil Progress and data analysis.</p> <p>Large numbers of EAL pupils in each class throughout the school impacts on overall attainment at the end of KS2 particularly in Reading and Writing.</p>	<p>Weekly “R,W,I” meetings for all “R,W,I” leaders – coaching, modelling, team teaching as identified for individual members of staff.</p> <p>Half termly analysis of attainment and progress by “R, W, Inc” Leader.</p> <p>Termly “R, W, Inc” Development Day led by external assessor.</p> <p>Additional TA support in EYFS and KS1.</p>	<p>SLT and PP Leader</p>	<p>Jan 2020</p> <p>Revisit in July 2020</p>

<p>Higher ability pupils maintain at least expected progress throughout the Key Stages particularly in Reading and Mathematics.</p>	<p>Effective differentiation to challenge the HA pupils.</p> <p>Challenge activities in each Mathematics lesson.</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.</p> <p>Additional TA support throughout the school.</p>	<p>Ensure that all pupils are challenged appropriately based on prior attainment.</p>	<p>Higher attainers to be recognised and their progress reviewed in termly Pupil Progress meetings to ensure support is provided where appropriate.</p> <p>Termly Work Scrutiny</p> <p>Learning Walks</p> <p>Termly Pupil Progress meetings</p>	<p>SLT and class teachers</p>	<p>Oct 2019 Feb/July 2020</p>
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<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 delivered by Teachers and TAs. 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 Stages.	Effective differentiation to challenge the HA pupils.  Challenge activities in each Mathematics lesson – resources purchased to support this.  High quality texts explored in English to further develop comprehension skills.	Staff training on appropriate challenge and differentiation for the higher ability pupils.  Resources purchased as necessary to extend challenge and learning.	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 2020
<b>Total budgeted cost</b>					£33,000

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**iii. Other approaches**

<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>
Attendance of pupils eligible for PP is in line with other pupils.	Daily attendance monitoring. First day telephone calls/follow up calls/home visits. Letters home to parents. Support Plans for individual families as necessary. Attendance Officer to meet with families of pupils causing concern. Home visits. Attendance Awards	Ongoing analysis of attendance indicates that this is an area for continued whole school focus.	Regular meetings between SMT and EWO.	MS	Jan 2020
Academic progress is not affected by emotional issues.	2 x Learning Mentors – behaviour and emotional support in class and in small social groups.	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.  Weekly sessions with LM identified and safeguarded.  Use of specialist agencies to engage with children and parents where appropriate. (Ed Psych/ PSS/CAT)	SMT and PP Leader	Jan 2020
<b>Total budgeted cost</b>					<b>£30,000</b>

4. Review of expenditure				
Previous Academic Year		2018/2019		
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: £30,000
Improved outcomes for PP pupils in Reading, Writing and Mathematics at the end of each Key Stage.	Targeted intervention in English and Mathematics in small teaching groups. Booster teacher to work with identified pupils two mornings per week. Additional TA to support pupils in KS1.	<p><b>2019:</b> End of <b>KS2:</b> 8 pupils – 6 pupils achieved the expected standard in Reading, in Writing and in Mathematics. 1 pupil achieved the standard in Reading and Writing but not in Mathematics. 1 child was working towards the standard in all areas.</p> <p>In <b>KS1</b>, 1 of the 3 PP children achieved the expected standard or above in Reading, Writing and Mathematics. The other 2 children had identified SEN.</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: £30,000
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><b>2019: End of KS2:</b> Overall progress for all disadvantaged pupils is above national in Reading, Writing and Maths. Any identified gaps in attainment have been narrowed</p> <p><b>End of KS1:</b> For KS1 disadvantaged pupils, attainment 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>	

<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:</b> <b>£1000</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>	. 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 – past two years            Inspection Dashboard 2019            Internal tracking data            Pupil Premium Review – July 2019            Pupil Premium Development Plans</p>