

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

## 2020/2021

1.Summary information					
School	St Augustine's Catholic Primary School				
Academic Year	2020/2021	Total PP budget	£63,360	Date of most recent PP Review	July 2020
Total number of pupils	206	Number of pupils eligible for PP	47	Date for next internal review of this strategy	July 2021

2.Current attainment (2019 leavers information – no SAT results in 2020 due to Covid restrictions)		
8 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	63%	71%%
Reading progress score	1.63	0.32
% achieving scaled score of 100+ in reading	75%	70%
Reading attainment average score	105.1	105.5
Maths progress score	0.38	0.37
% achieving scaled score of 100+ in maths	75%	73%
Maths attainment average score	104.3	106.1
Writing progress score	-1.77	0

<b>3.Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	<i>Poor oral language skills for identified PP throughout the school which can have a negative impact on levels of progress.</i>
<b>B</b>	<i>Poor social skills and low self esteem of identified PP pupils, some of whom have identified SEND challenges. Some eligible pupils have fewer life experiences which may limit their broader knowledge and understanding of the world around them.</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>
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D</b>	<i>Poor attendance and punctuality of identified pupils.</i>

<b>4.Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	<i>External Speech and language therapist to support identified pupils on a 1:1 basis.</i>	<i>Improvements noted in CLL outcomes at the end of Nursery and Reception. Individual progress noted for all pupils accessing weekly 1:1 Speech and Language support.</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**                      **2020/21**

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>Measurable progress identified for all pupils accessing weekly Speech and Language therapy support provided by West Midland Speech Therapy Services.</p> <p>Educational Psychologist to work with identified pupils when required</p>	<p>Half day weekly Speech and Language intervention by WMSLS</p> <p>Assessment and individuals plan for identified pupils</p> <p>Teaching Assistants to follow up language support in class.</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>Fluency in language underpins academic achievement. Pupils need to have the vocabulary and confidence to speak their ideas aloud before attempting to read or write them down.</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 tacking 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>Intervention delivered by qualified Speech and Language therapist in the first instance. Teaching assistants reinforce the learning in the classroom by supporting individual pupils.</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 2021</p> <p>Revisit in July 2021</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>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 2020 Feb/July 2021</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>
Gaps in learning arising from the Covid lock down are addressed and narrowed.	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 2021
<b>Total budgeted cost</b>					£45,000

**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 2021
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 2021
<b>Total budgeted cost</b>					<b>£20,000</b>

4. Review of expenditure				
Previous Academic Year		2019/2020		
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>2020</b> All internal data indicated that predicted SAT results for PP was strong and progress above 0 in reading, writing and maths.</p> <p>Progress across the school from September 2019 to March 2020 showed, on average, PP pupils were on track to make at least expected progress.</p> <p>Internal data suggests that outcomes at the end of KS1 and 2 were on track to be in line with national outcomes as in previous years.</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>2020</b> Based on internal data overall progress for all disadvantaged pupils in Reading, Writing and Maths indicated that gaps arising following covid lockdown were being narrowed.</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>	

			This approach to targeted intervention will continue.	
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<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.	Embed the use of “Homework Diaries” which allow home school dialogue.  Time to complete homework in school as appropriate.	Parents have responded well to the “Homework Diary” and it has promoted home school dialogue.  Parental engagement with remote learning was very positive. Weekly welfare calls to families during lockdown ensured strong communication was maintained with most families.	. 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 2020            Pupil Premium Development Plans</p>