

Pupil Premium Strategy / Self-evaluation Report 2018-2019 and 2019-2020

1. Summary information					
School	St Augustine's Catholic Primary School Weymouth				
Academic Year	2018-19	Total PP budget	£44,340	Date of most recent PP Review	7.19
Total number of pupils	210	Number of pupils eligible for PP	27 (+6 Service AND +3 Post LAC)	Date for next internal review of this strategy	12.19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	100%	76% (65% Nat)
% making expected progress in reading (as measured in the school)	100%	82% (73% Nat)
% making expected progress in writing (as measured in the school)	100%	85% (78% Nat)
% making expected progress in mathematics (as measured in the school)	100%	91% (79% Nat)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oracy/vocabulary skills are lower upon entering school and within KS1 which persist and impact upon reading/writing development
B.	Lack of parental engagement....
C.	High attaining pupils need to develop their verbal reasoning skills in mathematics which enable them to develop further
D.	Some children eligible for PP have emotional barriers to their learning
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	

E.	Attendances rates for pupils eligible for PP for 2018-19 are 93.2% (still above the national PP data of 92.4% but below non-FSM pupils at 95.7% - 2017-2018 data as 2018-2019 data not available). This can affect progress in school.	
4. Intended future outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<p>Pupils (especially boys) demonstrate the use of wide ranging, ambitious vocabulary in their writing across the curriculum resulting in a greater percentage of PP pupils achieving ARE and GD in writing at the end of the academic year (cold-hot task improvements, lesson observation, writing moderation, termly pupil voice meetings)</p> <p>Targeted PP pupils in Reception/Year 1 make better than expected progress in their oral vocabulary skills through their participation in a targeted time-limited Early Language Intervention (initial/final evaluation of programme data)</p>	Wider ranging more ambitious vocabulary is evident in writing and through pupil voice; EYFS/Yr 1 pupils show improved oracy skills
B.	Parental engagement is strong and effective relationships and communication is established. Pupils make better progress as their parents are better informed about their child's needs, how they are supported in school, and how they can play a part in improving outcomes for their child.	Parental views reflect stronger ability to support their child with learning (entry/exit)
C.	Improve the ability of pupils to express their mathematical verbal reasoning so that a higher percentage achieve GD at the end of the academic year (maths journal scrutiny, pupil voice, lesson observation)	Pupils are able to articulate their reasoning skills and demonstrate these confidently
D.	Improved emotional well-being for pupils – developing and improved attitudes to learning, specifically resilience and perseverance (Thrive entry/exit questionnaires, CPOMS monitoring of behaviour incidents, Forest School entry/exit evaluation)	Children feel secure about themselves and make good progress with their learning
E.	Increased attendance rates to at least meet that of the national non-FSM pupil average (termly monitoring of SIMs, CPOMS, monthly meetings with IM and office staff)	Regular monitoring shows improved attendance figures

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	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
Ensure good practice in meeting the needs of PP pupils is consistent and maintained across the school	Clear leadership and advocacy for disadvantaged pupils leads to improved progress and attainment.	Data: PIRA and PUMA tests show an improvement from 67% to 86% of PP pupils making expected/exceeding in reading, and from 47% to 69% in maths by the Spring term. End of KS2 data results (Year 6) showed 100% of FSM pupils achieved the expected standards in Reading, Writing and maths combined.	High status and focus on disadvantaged, regular monitoring and discussions with staff at weekly staff meetings and half termly PPR meetings has helped to provide targeted support. This will continue.	£5500
Improved vocabulary applied in writing and mathematical reasoning across the school;	All KS1 PP to reach ARE in writing 77% of EYFS children reaching GLD in CLL.	67% of KS1 PP achieved ARE in writing. 68 % of EYFS reaching GLD in CLL- with 100% PP pupils	Continue to prioritise and develop vocabulary skills in the new 3 year plan focusing on oracy and vocabulary development. Staff training is key to raising standards for all pupils.	£6250
Improve verbal reasoning skills in high attaining pupils	50% of PP children in Year 6 achieving GD in Maths	33% of KS2 PP children achieved GD in Maths at the end of Year 6; across the school, the ability of PP pupils to express their reasoning verbally and in maths journals remains inconsistent.	Maths Lead monitoring has shown that a larger proportion of children are now able to explain their mathematical reasoning, but this will continue to take high priority.	£16,000
Greater verbal reasoning skills for high attaining pupils (staff training)	Improved percentage of pupils attaining GD in Maths	Staff took part in a year-long training programme led by the Maths Lead and were provided with highly effective strategies and resources to help pupils improve their maths reasoning skills. Results have been inconsistent across the school so this remains work in progress.	This will continue to be a priority for our high attaining PP pupils over the course of the next PP action plan.	£5500
ii. Targeted support				

Action	Intended outcome	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
Improve emotional wellbeing enable pupils to access learning	Children are settled and able to access their learning. Fewer red 'incident' cards for undesired behaviour	Whole school Red card recorded incidents reduced from 19 in the Autumn term to just 14 during the Spring and Summer terms combined. Thrive exit data shows an improvement in pupils well-being. This shows that targeted Thrive is a positive approach for some individuals.	Targeted Thrive support has been successful this year with a reduction in red card incidents involving PP pupils and improved engagement with learning. This will continue to form a vital part of the support we offer pupils who may struggle with their emotional well-being.	£2500
Improve vocab skills through Lexia	Improved use of technical vocabulary	Targeted PP pupils were given access to the Lexia programme outside of school to develop their vocabulary skills.	Lexia is an expensive programme and progress has been inconsistent. We are at the end of our 3 year licence and will not renew.	£0

iii. Other approaches

Action	Intended outcome	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
Increased attendance rates for pupils eligible for PP shown in the attendance rate rising to 95%. Reduce number of persistent absentees eligible for PP to 10% or below.	Improved attendance results in improved progress	Attendance for the year 2018-19 for PP pupils was 93.2%, a slight reduction from 93.7% the previous year, compared to 95.5% for the school overall. This was due to a combination of individual family circumstances. SLT held parental meetings with the Dorset Attendance team and liaised closely with the Chesil Family Partnership Zone link worker, which has resulted in improved attendance for one pupil in particular.	This remains a high priority as PP pupils currently have lower attendance in school than their peers. We have a rigorous attendance monitoring programme and will continue to work with parents and other professionals in partnership to find constructive ways to improve school attendance.	£2500
Improve attendance and emotional well being through	Improved school involvement and	Offer to parents of all eligible pupils including uniform vouchers (+50% take up) free milk for children in KS1, 25% subsidy on the cost of	The vouchers and subsidy for residential trips has been successfully taken up by eligible parents. We will continue to offer subsidies to our most vulnerable families.	£1090

enhanced sense of belonging	parental engagement	residential trips; 50% subsidy of musical instrument lessons taking place in school.		
Improved aspirational attitude for high attaining pupils	Improved knowledge of potential career and job opportunities; the development of musical talent	Pupils have participated in a full enrichment programme including opportunities to meet professionals (Astronomer, RSPB field officer, Year 6 Kidzania etc). 1 pupil has received discounted musical tuition this year enabling them to develop their musical skills and talent.	We will continue to develop opportunities for children to engage with people from wide ranging professions through our curriculum offer. Music tuition will also continue.	£5000
Improved aspirational attitudes and emotional well-being; developing resilience and perseverance to raise aspirations	to improve well-being and life skills	PP pupils in Years 4 and 5 participated in 10 Forest School sessions during the Summer term. The FS leader reported improved perseverance by those initially reluctant to engage. Year 4 PP pupils attended a 3-day residential which developed their self confidence and well-being. Year 6 pupils attended a 3-day residential to London where they engaged enthusiastically in the wide range of learning opportunities made available to them.	We will continue to run Forest School throughout the academic year with a focus on PP pupils so that they continue to develop their resilience which is hoped will result in improved engagement in lessons.	
			Total Spend	£44,340

6. Planned expenditure for the years ahead

Academic year

2019-2020 (estimated budget £39,480)

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve oracy and vocabulary skills of pupils to improve the writing skills of pupils, particularly boys	Children use a wider range of vocabulary and attainment is improved in writing, especially for boys	<p>Oral language interventions emphasize the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <p>targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<ul style="list-style-type: none"> • Whole school high quality staff training - effective questioning and discussion techniques • Talk for Writing strategies shared as part of whole school training (Aut) • On-going monitoring by subject leaders and IM – lesson drop ins Termly pupil voice - talking to pupils with their books. • Purchase of Early Language programme including staff training 	JE/KB	<p>Half termly</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/#recommendation-1</p> <p>£15,000</p>
Develop home-school relationships so that parents are fully informed about how they can support their child with learning.	Parental engagement is strong and effective relationships and communication is established. Pupils make better progress as their parents are better informed about their child's needs, how they are supported in school, and how they can play a part in	EEF evidence suggests there is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.	<ul style="list-style-type: none"> • Provide clarity for parents of the roles and responsibilities of PP provision in the school • Establish and maintain regular contact between PP lead and parents • Parental audit to establish what they would find helpful regarding their child's learning at home/school 	JG/EB	<p>Termly</p> <p>£500</p>

	improving outcomes for their child.				
Improve the ability of pupils to express their mathematical verbal reasoning so that a higher percentage achieve GD at the end of the academic year	Higher percentage of PP pupils achieve GD in Maths at the end of the academic year	Research has established that a variety of general cognitive skills are necessary for mathematical success, such as working memory, inhibitory control and shifting skills (Cragg & Gilmore, 2014). More recently it has been suggested that logical reasoning skills are an important aspect of good mathematical reasoning abilities.	<ul style="list-style-type: none"> • Programme of regular staff training • maths journal scrutiny • teacher planning • pupil voice • Subject lead/HT lesson drop in 	FB/AD/EB	Termly £12,500
Total budgeted cost					£28,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide emotional well being support through Thrive and Forest School	Children are able to identify, discuss and manage their emotions. Reduced red cards for behaviour. Children transfer improved resilience and perseverance into the classroom.	Pupils who are fearful or anxious cannot make the most of learning. Emotional support enables these children to manage their emotions and be able to learn better in class. Evidence from EEF suggests participation in outdoor and adventurous activities leads to improved resilience and perseverance which is then transferred into academic learning.	<ul style="list-style-type: none"> • Entry-exit Thrive surveys after 12 weeks • Monthly update meetings with Thrive practitioner and Inclusion Manager • Close liaison with parents; share exit reports with parents, class teachers and IM • Monitoring of Forest School – drop ins, pupil voice • Monitoring of Red card incidents on CPOMS 	AD/JG	Termly £5000
Close monitoring of attendance including those who are	Attendances rates for PP pupils is at the same level for non-	Evidence from NFER, EEF and Ofsted all indicate that monitoring and addressing attendance issues is key to improving the time children are	<ul style="list-style-type: none"> • Close communication between office staff and SLT to monitor pupils and 	EB/JG	Termly £1000

persistently absent (ie <90%)	PP pupils in the school	in school and learning, thereby impacting directly upon attainment and progress.	<p>follow up quickly on absences.</p> <ul style="list-style-type: none"> • Effective first day response provision and processes have been established. • Attendance panel meetings with parents 		
Total budgeted cost					£6000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Provide an offer to all parents of eligible pupils consisting of: £35 uniform voucher free milk for children in KS1 25% subsidy on the cost of residential trips 50% subsidy on musical instrument private lessons that take place in school</p>	<p>Increased well-being through an enhanced sense of belonging</p>	<p>Having children wear uniform breaks down social barriers. Being able to participate in all the trips and particularly residential allows children enhancement of their experiences in school.</p>	<p>Check to ensure all eligible families collect their vouchers and have received the letter containing the school offer – by sending Parentmail reminders to parents with follow ups if necessary.</p>	<p>JG/AH</p>	<p>Termly £980</p>

<p>Maintain the existing PP lead in the school (part of the Inclusion Manager's role)</p>	<p>Ensure good practice in meeting the needs of all pupils eligible for PP is focused and consistently monitored and maintained across the school</p>	<p>https://johndunfordconsulting.co.uk/2015/08/29/the-pupil-premium-journey-lessons-learned-during-two-years-as-national-pp-champion/</p> <p>Dr John Dunford was employed by the DfE to monitor the use of PP funds to improve outcomes. We follow his recommendations based upon his findings taken from schools who are most successful in the use of PP funding.</p>	<ul style="list-style-type: none"> • Collect, analyse and use data relating to individual pupils and groups • Maintain a continual focus on the quality of teaching • Identify main barriers to learning for PP-eligible pupils • Frequent monitoring of the progress of every PP-eligible pupil • When a pupil's progress slows, interventions are put in place rapidly • IM to engage parents and carers in the education and progress of their child • Use evidence (especially the Education Endowment Foundation Toolkit) to decide on which strategies are likely to be most effective in overcoming the barriers to learning • Staff (teachers and support staff) are trained in depth on the chosen strategies • Hold termly meeting with Governor responsible for PP pupils. 		<p>£4,500</p>
Total budgeted cost					£39,480

7. Additional detail