
St Augustine's Pupil Premium Strategy Statement 2017-18

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th President of India)**

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2017/18	Total PP budget	44960	Date of most recent PP Review	15 th March 2017
Total number of pupils	208	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Feb 2018

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
23	5	2	14

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	9	3	3	3	
Year 5	11	1	2	8	
Year 4	7	5		1	1
Year 3	4	4			
Year 2	9	7		2	
Year 1	3	2			1
Reception	1	1			
Total	44	23	5	14	2

2. Current achievement			
End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	44%	76%	AND (Awaiting national data)
% achieving expected standard or above in reading	67%	90%	AND
% achieving expected standard or above in writing	67%	76%	AND
% achieving expected standard or above in maths	67%	90%	AND
Progress score in Reading	-0.21	0.43	AND
Progress score in Mathematics	-2.07	0.61	AND
Progress score in Writing	-1.29	-1.83	AND
% achieving expected standard or above in reading at KS1	33%	77%	AND
% achieving expected standard or above in writing at KS1	33%	65%	AND
% achieving expected standard or above in maths at KS1	33%	81%	AND

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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| A. | Language skills in KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. |
| B. | High ability pupils need to develop verbal reasoning skills particularly in mathematics and be encouraged to engage in higher order thinking. |
| C. | High ability pupils who are eligible for PP are to develop an aspirational attitude towards their future. |
| D. | Some children eligible for PP have emotional barriers to learning. |

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

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| E. | Attendance rates for pupils eligible for PP for 2016-17 are 93.56% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. |
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills for pupils eligible for PP in KS1 demonstrated by a wider range of vocabulary being used in their writing leading to more PP children achieving ARE in writing at the end of KS1.	Pupils eligible for PP in KS1 will use a wide variety of vocabulary in their speaking, reading and writing. All children to reach age-related expectations by the end of KS1.
B.	Improve verbal reasoning skills for high attaining PP pupils, particularly in mathematics demonstrated in their maths journals leading to more PP children achieving GD in maths at the end of KS2.	High attaining pupils eligible for PP in KS2 will demonstrate verbal reasoning and higher order thinking skills, particularly in mathematics, in their Maths journals when compared to 'other' pupils.
C.	High attaining PP pupils feel supported, encouraged and confident by developing aspirations to succeed in their potential chosen career pathways demonstrated in their responses to pupil voice questionnaires – they demonstrate a greater awareness of pathways to their chosen careers.	Parent and pupil questionnaires to support findings.
D.	Improve emotional well-being for pupils eligible for PP demonstrated in ELSA questionnaires (or Thrive assessments).	Children better able to identify, discuss and manage their emotions.
E.	Increased attendance rates for pupils eligible for PP shown in the attendance rate rising towards 96%.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.56% to 96% in line with 'other' pupils.

5. Planned expenditure				
Academic year		2017/18		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Ensure good practice in meeting the needs of all pupils eligible for PP is consistent and maintained across the whole school.	Employ PP champion.	One member of staff responsible for overseeing and monitoring the implementation of the PP strategy.	PP champion will feedback to senior leaders and governing body.	JC
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £3970
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improved vocabulary applied in writing and mathematical reasoning	1:1 feedback time.	Sutton Trust research rates feedback marking as a highly effective strategy.	Work scrutiny by subject leads looking for the impact of feedback marking: improvements made by children during 1:1 time with class teacher.	LL and C

Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£5250
c. 1-1 Intervention - Social					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Improved emotional wellbeing enabling pupils eligible for PP to access learning.	Thrive	The Thrive approach is proven to improve emotional wellbeing.	Thrive practitioner to carry out assessment and write action plans with class teacher, TA and Thrive TA, and support Thrive TA in delivering action plans.	JC	
Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£3150
d. Group Intervention - Academic					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Improved vocabulary skills in KS1. Improve verbal reasoning skills in high attaining pupils.	Same day catch up sessions delivered by TAs and/or Ts. Intervention groups. Targeted support in class during main input sessions. (children are not removed for catch up or intervention during main lessons to ensure full access to quality first teaching).	Staff have concluded from EYFS data and book scrutinies that KS1 PP children are unable to draw upon good quality vocabulary to express themselves clearly, thus having a detrimental effect on their writing skills. Evidence from the communication trust suggests that pupils from socially	Staff have allocated specific PP time with a TA to work on vocabulary and sentence work. Staff have allocated specific PP time with a TA to work on verbal reasoning skills in mathematics.	JC	

		disadvantaged backgrounds often start school with nearly 12 months delay in language skills compared to their more well off peers. Having good verbal reasoning skills enables pupils to explain and develop their understanding to greater depth.		
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £14000
e. Group Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improve emotional well-being for pupils eligible for PP.	ELSA or Thrive nurture groups delivered by a trained TA.	Pupils who are fearful or anxious are not in a good place to make the most of the learning opportunities available to them. By providing emotional support these children can learn how to manage their emotions and be more able to learn well in class.	Time allocated for these children to receive ELSA from trained TA. Thrive assessment.	JC
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £2500
f. Learning Resources				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improved vocabulary skills.	Purchase twelve tablets to allow greater access for pp pupils to Lexia: an on-line intervention program. Lexia subscription for PP children.	Lexia is a proven intervention to support children's literacy skills including vocabulary development.	Review Lexia progress reports and ensure adequate time is allowed for children to meet their usage requirements.	JC

Outcomes of Mid-Year Review:

Total Planned Expenditure: £4580

g. Staff Training

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Greater verbal reasoning skills for high attaining pupils.	INSET in developing verbal reasoning skills in mathematics alongside Singapore maths. Expectation for pupils to develop verbal reasoning and record in their maths journals.	Having good verbal reasoning skills enables pupils to explain and develop their understanding to greater depth.	Scrutiny of maths journals by maths lead specifically looking for development of mathematical reasoning skills. Lesson observations by maths lead with a focus on observing children engaged in verbal reasoning.	LL

Outcomes of Mid-Year Review:

Total Planned Expenditure: £4500

h. Enrichment/Raising Aspirations

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improved aspirational attitude for high attaining pupils	We want to raise the aspirations of our high attaining PP pupils through discussions with them and opportunities for them to meet people from a wide range of employment opportunities based on their interests.	Children from deprived backgrounds often have limited knowledge of potential career and job opportunities.	Organise 'work experience' or 'taster' sessions HA PP children in a selected field of expertise. Continue to invite professionals into school to meet the children and offer advice and career pathways.	JC
Improved aspirational attitude for high attaining pupils.	Funded music tuition.	Children from poorer social economic backgrounds are much less likely to engage in music tuition. This gives them an opportunity more in line with their better off peers.	Feedback from music tutor.	EB
Improved aspirational attitudes and emotional wellbeing; developing resilience and perseverance.	Participation in Forest schools sessions.	Evidence from Sutton Trust Toolkit suggests that participation in outdoor and adventurous activities leads to improved resilience and perseverance which is then transferred into academic learning.	Feedback from staff delivering Forest school, class teachers and emotional wellbeing measures.	JC
Improved emotional wellbeing and enrichment to raise aspirations.	Funded after school club places.	Opportunity to improve participation in sports and social activities to improve wellbeing and life skills.	Monitor the take up of places by pp funded children and direct invitations to pp children to encourage participation. Ensure parents are aware of subsidies to encourage pp funded children to participate.	JC
Improved emotional wellbeing and enrichment to raise aspirations.	Subsidised trips and residential.	Enrichment opportunity to improve wellbeing and life skills.	Ensure parents are aware of subsidies to encourage pp funded children to participate.	JC

Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£4500
i. Home Support (e.g. breakfast club, EWO etc.)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Increased attendance rates	Part time office staff member employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Through briefing office staff about existing absence issues. PP co-ordinator, office staff, head and TAs etc. will collaborate to ensure new provision and standard school processes work well together.	JC	
Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£1950
j. Other, not captured by any of the above					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Increased attendance and emotional wellbeing through an enhanced sense of belonging.	Uniform vouchers	Having children wear uniform breaks down social barriers.	Check that all eligible families collect their vouchers and those children have appropriate uniform.	JC	
Outcomes of Mid-Year Review:					

Total Planned Expenditure:	£560
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6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.