



Pupil premium strategy statement: St Augustine's Catholic Primary School

1. Summary information					
School	St Augustine's Catholic Primary School, Weymouth				
Academic Year	2016/17	Total PP budget	£47520	Date of most recent PP Review	n/a
Total number of pupils	212	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Jan 2017
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 and maths				75%	60%
% achieving Expected Standard or above in reading and maths				100%	Awaiting National Data
Average progress in reading				-0.03	0.3
Average progress in writing				-3.42	0.1
Average progress in maths				-2.10	0.2
Average scaled score in reading				104.8	103.8
Average scaled score in maths				102.8	104.1
Average scaled score in GPS				105.8	105
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
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 who are eligible for PP are to develop an aspirational attitude towards their future.				

C.	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP for 2015-16 are 92.9% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
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.	Pupils eligible for PP in KS1 will use a wide variety of vocabulary in the speaking, reading and writing. All children to reach age-related by end of KS1.
B.	High attaining PP pupils feel supported, encouraged and confident by developing aspirations to succeed in their potential chosen career pathways.	Parent and pupil questionnaires to support findings.
C.	Behavioural issues of Year 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92.9% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17				
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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved vocabulary skills in KS1	Staff training on HFWs and how multi-sensory techniques can be used to aid retention of vocabulary.	Staff have concluded from 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. E.g. repetition of basic vocabulary.	Staff have allocated specific PP time with a TA to work on vocabulary and sentence work. E.g. experiences from real-life scenarios (learning walks etc)	EB	Jan 2017
B. Improved aspirational attitude for high attaining pupils	Conduct meetings with high attaining PP pupils to ascertain aspirations.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Hold careers afternoon at school held by professionals to offer advice and pathways into career. Organise work experience for HA PP children in a selected field of expertise. Ask HA ex-pupils to come into school and talk to children about their experiences and over-coming barriers etc.	EB	Jan 2017
Total budgeted cost					£15,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved vocabulary skills in KS1	EB to talk to PP children about writing and ask for alternative words for a specific word, e.g. big. Start a thesaurus with individual children. Weekly small group sessions with TAs.	Bland, boring sentences change over time and children feel more confident in expressing themselves clearly in class.	All classroom to have working walls with desired vocabulary attached to them. 'Word of the week' challenges to be held KS1. TA timetables set-up for specific PP language time. EB to monitor and discuss with TA's at weekly meetings.	Class teachers & EB	Jun 2017

B. Improved aspirational attitude for high attaining pupils	EB to meet with parents and PP pupils to gain an insight into aspirations and future goals.	HA PP children seem to lack vision of how they can reach their full potential. Pupils to complete PASS survey	Engage with parents and pupils by meeting them and ascertaining goals and aspirations. Time taken to meet parents and pupils to be paid from PP budget. Time to organise specific work experience events. Chn complete survey online- results published, targeted support given	EB	Mar 2017
Total budgeted cost					£25,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Part time office worker 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.	Thorough briefing of office worker about existing absence issues. PP coordinator, office worker, head & TAs etc. will collaborate to ensure new provision and standard school processes work smoothly together.	EB	Jan 2017
C. Problem behaviour in Year 6 addressed	Identify a targeted behaviour intervention for identified students. Split class to restore focus on learning. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Specific children to undergo 'Thrive' program and PASS survey to give quantitative data to support progress and implementation.	Year 6 teachers	Jun 2017
Total budgeted cost					£30,000

6. Review of expenditure				
Previous Academic Year 2015-16				
i. Quality of teaching for all				
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
Raise attainment in English and maths	Singapore maths training for staff; training on outstanding teaching	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: Attainment for PP children and Yr 2 and Yr 6 was much higher than last year.	All staff gained from the pedagogy behind the Singapore approach, particularly the notion of mixed ability learning and deep understanding	£2000 for training
Improve effectiveness of feedback to increase progress	PE coach used to release class teachers for feedback time	Quality of writing improved for all groups of children and children much more focused on the specific areas that help improve their writing.	Although an expensive and time-consuming approach, it is having a far greater impact than any other form of marking. Sutton Trust research rates this as a highly effective strategy.	£4000
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
All Yr 6 PP to reach expected standard in all subjects	One to one tuition; support groups;	100% achieved in Reading, GPS and maths; 75% in writing	This was very effective when there was good liaison and feedback between class teacher and support teacher/ TA. It will continue to be used for specific needs and for a fixed time period.	£1550 per pupil for 13 pupils. £20,150.
Improved Year 5 attitudes to learning and attainment in English and maths	Split Yr 5 class for half a term	Much fewer behavioural issues, but still need more focus on attitudes to learning	This worked well for a short period, but we would not split the class by ability next time – mixed ability split would be more effective.	£5500

Improved basic skills in maths for PP in KS2	Small group tuition with teacher	More confidence with 4 basic operations and number	This worked very well, partly because of good quality feedback between support teacher and class teacher and therefore reinforcement of class work in the group.	Teacher for 21 pupils 3 pms per week £8000
Progress in basic skills	1:1 SENSS support weekly	Child to be closer to the Expected Standard for KS1	There was some progress, particularly where the SENSS teacher fed back to class teacher, but due to the nature of the SEN this will be slow progress over several years	SENSS teacher £2100
Improved basic skills in Yr 5	Extra teacher support in and out of classroom	Children to be closing the gap in areas where they are falling behind	This needs to be more frequent to be really effective – once a week is not enough.	0.2 teacher for 11 pupils £8250
Improved basic skills for Yr 2 and 3 children	TA teaching 4 children separately as guided by SENSS teacher	Children to be closing the gap in areas where they are falling behind	This really improved confidence and some basic skills eg handwriting, spelling, number bonds. It is not sustainable in the long term and could work well for a 6 week period as needed.	1.5 terms worth for 4 children £14000

iii. Other approaches

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
Engagement of some PP children and parents	Learning Mentor for ELSA and parent liaison	Improved emotional resilience from certain children and some parental engagement.	This needs to be a long—term and sustained approach to show real impact.	10 hrs per week £2200
Maintain progress for PP children	Teaching assistant hours to support PP children within the class or group	Support was very effective when TAs had liaison time with teacher. Impact was on all children who were falling behind.	Some of this support is better provided in the afternoon as an instant catch-up reinforcement. It is an expensive strategy to maintain.	£12000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk