



Pupil Premium Strategy (Primary)

Date : September 2019

School name : St Augustine's RC Primary School

1. 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	91.9% (across school) 100% EKS	73%
% achieving expected standard or above in writing	89.2% (across school) 100% EKS	78%
% achieving expected standard or above in SPAG	100% EKS	78%
% achieving expected standard or above in maths	86.5% (across school) 100% EKS	79%
% achieving expected standard combine R/W/M	100% EKS	71%
% achieving GDS RWM	28.6%	11%
2. 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.	PP pupils are less likely than their peers to meet ARE in reading, writing and maths.	
B.	Some high ability pupils who are eligible for PP are at risk of making less progress than other high ability, this may prevent sustained high achievement.	
C.	Lack of resilience when tackling new learning-over dependence on support from an additional adult.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Poor attendance for some PP children	
E.	Poor literacy and numeracy skills of some parents so they can't support their children	
F.	Mental health issues	
G.	Challenging family circumstances	
H.	Experience deficit (few other experiences outside of family home)	

3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success Criteria
A.	Improved progress for pupil premium pupils to continue to narrow the gap between PP and NPP attainment of ARE. Pupils eligible for PP make more rapid progress in all curriculum areas which, as a result, continues to narrow the gap in attainment of ARE between PP and NPP.	Improved progress for pupil premium pupils to continue to narrow the gap between PP and NPP attainment of ARE. Pupils eligible for PP make more rapid progress in all curriculum areas which, as a result, continues to narrow the gap in attainment of ARE between PP and NPP.
B.	Improve attendance of all pupils to above 96%	96% attendance would be achieved
C.	Improved life experiences for children – children feel safe and secure at school, they have access to a broad and balanced curriculum with many experiences.	Children safe in school. They participate in extended learning opportunities. Children participate in school trips and visit. They are enabled opportunities they would not normally have access to.
D.	Accelerate progress of all PP pupils	Pupils make at least expected progress each term. Increased % working at age related.

4. Summary information					
School	St Augustine's RC Primary School				
Academic Year	2019-20	Total PP budget	52,420	Date of most recent PP Review	Aut 19
Total number of pupils	226	Number of pupils eligible for PP	36 (16%)	Date for next internal review of this strategy	Aut 20

Pupil premium strategy / self-evaluation (primary, middle)

5. Review of expenditure				
Previous Academic Year		2018-19 ££53,740		
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

<p>Lexonik-specialist teacher.</p> <p>Fundamental maths.</p> <p>TA support-addressing misconceptions in all subject areas/ 'pre teaching' where necessary.</p> <p>Lexia-home and school use.</p>	<p>To provide tailored intervention programmes to target pupils at risk of underachievement in Reading, Writing and Maths in order to ensure good and better progress for PP pupils closing the attainment gap. Targeted PP children will benefit from additional support towards personal targets, ensuring at least good progress is made.</p>	<p>Lexonik impact was strong-good progress seen in Y5&6 in reading. Y6 SATs results support this (100% EXP,GDS). All children in Y5/6 benefited from this intervention non PP as well as PP.</p> <p>Fundamental maths not impacting as highly or as quickly as we would like. Maths results reflect this in end of key stage data.</p> <p>Lexia demonstrating an impact at KS1 and early KS2 when used consistently and regularly. Reading ages improving at a good rate for targeted pupils in most cases.</p>	<p>Lexonik to continue-target PP children in Y6 making slowest progress first.</p> <p>Fundamental maths to be used as an intervention to plug gaps, and address 'basic skills'-Maths lead to ensure it is being delivered consistently and regularly by a trained TA.</p> <p>Where Lexia was delivered consistently and frequently it worked well. There were some issues with number of iPads, time, TA release to monitor use and attendance in some specific cases. Many of the targeted PP children weren't using Lexia at home and were not hitting the targeted number of minutes per week-this made the programme less effective. Lexia will continue to be used and targeted at PP making slower progress in reading-however further training will be delivered to staff supporting its delivery as an intervention. New letters will be sent home to parents asking them to support the programme at home where possible. In cases where this does not happen these children will be targeted for extra time in school.</p>	<p>£8000</p> <p>Lexia: £1240 this year (£3243 over 3 years)</p>
<p>DHT to work with targeted PP premium children-carrying out interventions, working on social emotional support, tracking progress etc.</p>		<p>DHT worked closely with PP children in order to track progress, deliver targeted interventions and support class teachers to best support PP children.</p>	<p>This year the DHT is more classroom based and will have less time to work alongside PP personally. However, she will continue to track their data and monitor progress in books. In some ways the more adult intervention these vulnerable children receive, the more dependent they become on adult support. We need to work more on developing their resilience and independence to have a go and grow in self-esteem.</p>	<p>£13,000</p>

CPD-providing challenge for high attaining pupils. DHT release time to work with groups/individuals ensuring challenge.	Improved progress for high attaining pupils. An increased % of more able PP pupils working at greater depth in RWM.	Our PP children have achieved well with an increasing number of children achieving GDS in RWM. Our % of children achieving GDS standard dropped slightly at the end of KS1&2 but tracking and analysis indicate this is a cohort specific issue PP are still achieving well above non PP nationally.	Providing challenge for all pupils is still a priority for the school as a whole. DHT will have less time to work with groups/individuals but time/money will be spend on quality CPD to raise attainment in GDS.	£8,000
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
To provide targeted support in classes where there is a high proportion of PP. TA interventions in Literacy and Maths. JL(KS2) Literacy, SG(EYFS), DW-Maths	Qualified teacher to deliver targeted interventions to PP children either to reach ARE or to exceed ARE depending on ability. DHT directed time for tracking pupil progress through observations, learning walks, monitoring PP interventions and pupil progress meetings.	Use of qualified teachers to deliver interventions, lead PPA and work alongside classes in KS2 with high levels of PP has helped PP achieve highly and make good progress. DHT has been able to ensure interventions have been delivered consistently and has had time to observe teachers & TAs. Pupil Progress meetings have focused very tightly on tracking PP children and ensuring progress is flagged and highlighted by DHT-this is followed up half termly by DHT.	With budget constraints impacting on staffing there is less flexibility with staffing and DHT release time; however, with interventions working so well last year this should continue in 2019-20. Current Year 6 cohort has the highest number of PP children and their progress needs to continue to be tracked carefully-we will continue to use a qualified teacher to deliver interventions and reduce the class size during targeted lessons. Current Year 3 cohort will also receive extra adult support and the DHT will continue to work alongside the SENDCO to track the most vulnerable learners in this class.	£16,000

<p>1-1 sessions and booster groups for Year 6 pupils led by teachers.</p>	<p>Improved progress for high attaining pupils. An increased % of more able PP pupils working at greater depth in RWM.</p>	<p>100% of our PP children achieved expected standards in their SATs this year-meaning they exceeded other non-pupil premium children nationally. This demonstrates the impact of using our most experienced teachers and senior leaders to deliver booster sessions in year 6.</p>	<p>Booster sessions need to be started sooner in the year, especially this year with such a high proportion of PP children in year 6. This year we also intend to roll out targeted booster sessions to Year 5 pupils.</p>	<p>£2000</p>
<p>Use class-based Teaching Assistants to deliver challenge interventions for HA pupils.</p>	<p>Improved challenge for high attaining pupils. Ensuring low entry, high ceiling approach to planning and lessons. CPD for staff as and when available.</p>	<p>We have directed skilled to TAs to deliver challenging tasks to ensure pupils are aiming to achieve their potential. There is evidence of this beginning to impact particularly in Year 6 and Reception.</p>	<p>We will continue to target CPD for TAs and teachers to increase % of GDS pupils. The current Y6 will be particularly tracked with targeted interventions being put in place to ensure challenge is built in.</p>	<p>£1000</p>
<p>iii. Other approaches</p>				

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
A range of Educational visits and LotC experiences	To enable children to access high quality learning opportunities beyond the school day; develop cultural awareness and widen experiences.	All classes arranged educational visits and/or learning outside the classroom experiences half termly. Feedback from children and parents recognised the impact of projects such as 'Greenpower' and residential visits to London & Carlton. An improved attitude to learning, greater confidence and self-esteem and increasing resilience were all seen as a result of these experiences.	We have analysed barriers to learning this year as a staff; resilience has been identified as a significant issue in those children not achieving their full potential. We will continue to use LotC and Educational Visits to build on the skills we want our children to develop. A significant amount of our PP funding will be used to ensure all children have access to these experiences to help raise aspirations and increase overall resilience.	£5500

6. Planned expenditure

Academic year

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 (supporting training and continuous development to improve the quality of all teaching)

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?
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<p>To ensure a rich broad and balanced curriculum is available to all pupils teaching the skills which will equip them for the future.</p>	<p>Redesign of the curriculum to meet the needs of our pupils. Ensure staff receive the relevant CPD to provide a curriculum that is rich in skills and knowledge relevant to their current and possible future lives (£6500)</p>	<p>Skills based curriculum is required for all pupils to further extend their life opportunities and aspirations Quality CPD ensures staff are equipped to plan and deliver a rich skills based curriculum</p>	<p>Improved pupil engagement Increase in independent learning Improved knowledge and skills across a range of subjects for all pupils. Review and evaluation from pupil, staff questionnaire</p>	<p>MM, LR, JC, JN</p>	<p>July 2020</p>
<p>A range of Educational visits and LotC experiences</p>	<p>To enable children to access high quality learning opportunities beyond the school day; develop cultural awareness and widen experiences. (£5500)</p>	<p>Improved concentration and behaviour. Opportunities to inspire learning and real life experiences to extend vocabulary and support learning. Create and develop pupils' interest in learning.</p>	<p>Discussions with pupils Behaviour record Record of visits Impact on writing and learning Pupil engagement in lessons</p>	<p>MM, LR</p>	<p>July 2020</p>
<p>Improved progress for high attaining pupils. An increased % of more able PP pupils working at greater depth in RWM.</p>	<p>CPD-providing challenge for high attaining pupils. DHT release time to work with groups/individuals ensuring challenge. (£8000)</p>	<p>Some high ability pupils eligible for PP are at risk of making less progress than other higher attaining pupils. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Staff to attend courses selected using evidence of effectiveness. Use INSET to deliver training. Use class-based Teaching Assistants to deliver challenge interventions for HA pupils.</p>		
Total budgeted cost					£20,000

iii. 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?
<p>Lexonik-specialist teacher.</p> <p>Fundamental maths.</p> <p>TA support-addressing misconceptions in all subject areas/ 'pre teaching' where necessary.</p> <p>Lexia-home and school use.</p>	<p>To provide tailored intervention programmes to target pupils at risk of underachievement in Reading, Writing and Maths in order to ensure good and better progress for PP pupils closing the attainment gap.</p> <p>Targeted PP children will benefit from additional support towards personal targets, ensuring at least good progress is made.</p>	<p>Some of the students need targeted support to catch up. This is a strategy which has been shown to be effective in other schools.</p> <p>A highly qualified, experienced teacher can give specifically targeted support with groups of pupils or allow the class teacher to work with smaller groups to target support effectively. This has been proven to work in previous years.</p>	<p>Target Years 2 & 6 initially and arrange timetabling carefully to ensure support is being delivered effectively.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>DHT 0.2 directed time to work with PP children across school. (£10,000-TA, £17,000-teacher/DHT)</p>	<p>LR-to monitor JT-lexonic TAs</p>	

Targeted PP children will benefit from additional support towards personal targets, ensuring at least good progress is made.	1-1 sessions and booster groups for Year 6 pupils led by teachers. (£3000)	Qualified teachers giving small group and one to one support	Carefully differentiated activities planned by class teacher to address gaps, delivered effectively and moved on by experienced teachers.	Y6 class teacher to direct approaches/ activities All teaching staff involved in running booster sessions.	
Total budgeted cost					£27,000
i. Other approaches supporting whole-school strategies e.g. to improve attendance, behaviour and readiness to learn					
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>Improve attendance and punctuality of all pupils particularly those in the prior 90 – 95% attendance range</p>	<p>HT/DHT to provide targeted support to pupils with below expected attendance ACC conference for those children with low attendance First day response provision. Continue with weekly attendance rewards for the class with the best attendance and termly rewards for individual 100% attendance per term to encourage regular attendance for all children. (£3000)</p>	<p>Higher attendance leads to improved outcomes – you need to be at school to learn</p>	<p>Monitor attendance half termly of all pupil groups against national and report to Governors. Monitor at SLT meeting and address families causing concerns</p>	<p>MM LR AW</p>	<p>Termly attendance analysis – movement between red, amber and green groups termly with DHT case studies of pupils involved with external agencies.</p>
<p>Improved challenge for high attaining pupils. Ensuring low entry, high ceiling approach to planning and lessons. CPD for staff as and when available.</p>	<p>Use class-based Teaching Assistants to deliver challenge interventions for HA pupils. (£2000)</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils in some cohorts. We want to ensure that PP pupils achieve high attainment as well as simply ‘meeting expected standards’.</p>	<p>Ongoing monitoring Pupil progress meetings Impact of intervention records.</p>	<p>All staff</p>	

To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies	Access to a range of agencies to support assessments of pupils with additional needs and those who require specialist support. (£450)	Previous examples of positive response and outcome from therapies.	Review of reports Review of pupils involved		As therapy concludes through SLT meetings to identify need for further intervention.
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Total budgeted cost £5450

7. Additional detail

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