

Pupil premium strategy statement: St. Augustine's R.C. Primary School

| 1. Summary Information | | | | | |
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| School | | | | | |
| Academic Year | 2016/17 | Total PP Budget | £ 39,600 | Date of most recent PP Review | N/A |
| Total number of Pupils | 210 | Number of pupils eligible for PP | 30 | Date for next internal review of this strategy | January 2017 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving the Expected standard for reading, writing and maths | 43% | 74% |
| Progress score for Reading | -2.3 | 1.7 |
| progress score Writing | 0.0 | 2.5 |
| Progress score for Mathematics | -3.0 | 1.4 |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A | Although most parents are supportive and clearly work well with school, a small minority show a lack of understanding around the importance of home support which they can provide. This means that some children do not read at home or do homework in order to support their learning. Some of these issues may be a result of parents needing help on how to support their child effectively in their learning and development. |
| B | Improving target setting, monitoring and use of interventions, particularly those with starting points that are below that of peers/expected progress |
| C | Social and emotional support to meet identified learning needs of PP pupils/ Attendance? |
| D | Low numbers of PP in school and year groups mean that it is more difficult to target specific year groups and support staff in these areas/ Higher rates of progress across KS2 for high attaining pupils eligible for PP |

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| 4. Outcomes | | |
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| | Desired outcomes and how they will be measured | Success Criteria |
| A | Develop the engagement with parents through work done with A4A and school events. Engage with more reluctant parents. Deliver information meetings to show how they can work with their child. Hold events after school where child and parents work together on activities which would support their child. Where children are not reading at home, invest in working individually with these children regularly during the week. Consider the use of out of school clubs which would allow some of this work to take place. | Parents feel more engaged with school and the value it can give to their child. Parents are supported in how they can help their child at school and this is developed in a workshop capacity. Parental feedback data Attendance at curriculum events / parents evenings Levels of after school activity involvement |
| B | Continue to train support staff so they are able to deliver a high quality intervention to a group of children across the school/key stage. Further develop the staff who can deliver our most successful interventions, e.g. 1st class at numbers as well as Catch up Literacy. | Support staff are trained and able to deliver high quality interventions to children across the school. Children transitioning from Early years to Year 1 are able to make progress in the new curriculum. PP make rapid progress to close gap between their peers. |
| C | Further develop the training of staff so that they are well able to support the children emotionally. Children are ready to learn. | Staff are well equipped to recognise and support pupils who are vulnerable. PP with poor attendance and punctuality show an improvement and progress improves as a result of this. Attendance for this group of pupils moves to more in line with other pupils and groups. |
| D | Higher rates of progress across KS2 for high attaining pupils eligible for PP | Pupils eligible for PP identified as higher ability pupils make as much progress as other pupils identified as higher ability. Measured by Y3 – 6 assessments in R W M (moderated across the MAT) |

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| 5. Planned expenditure | | | | | |
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| 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. Universal Provision | | | | | |
| 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 implement action? |
| <p>A Improved progress pupil premium pupils including higher attainers.</p> <p>B. Continue CPD of staff for high quality teaching and interventions.</p> | <p>Training on Talk for writing</p> <p>Achievement 4 All</p> <p>Teacher Research Groups</p> | <p>Invest PP funding into longer term change which will help all pupils. Evidence in EEF teaching and learning toolkit suggests early years intervention (+5) and oral language intervention (+5) will enable our pupils to make accelerated progress. Guided by the research from NFER cited in Ofsted 2014 report on PP progress we firmly believe we have high aspirations for all our pupils where all receive high quality teaching and support.</p> <p>EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> | <p>Achievement for all Coach</p> <p>Monitoring half termly of progress</p> <p>Planned, individual interventions</p> <p>Moderation</p> <p>SLT To monitor TRG</p> | SLT | December 2016 |

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| | | Teachers already use data well to address underperformance quickly. We have an Achievement for All champion who ensures PP pupils are tracked and appropriate interventions are put in place. Staff are deployed effectively (NFER research) | | | |
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| Total budgeted cost | | | | | £ |

| ii. Targeted Provision | | | | | |
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| 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 implement action? |
| A. Improved progress for pupil premium pupils and high attaining pupils | Track high attaining PP pupils as a unique group. Offer additional after school provision for HA group . Develop the use of higher order questioning across the school. Top up Support for a child who has a statement. Embed effective feedback across all year groups Part of Achievement for all initiative - gaps in learning addressed through targeted intervention. | We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff fits with the EEF and NFER research. Holding all staff to account through not accepting low or variable performance. EEF Research shows Teaching assistant support has an impact of +1 month Introduce aspiration interventions for HA pupils including visit to University. | Training for all staff on higher order thinking skills and use of questioning in lessons. Question prompts to be given to all staff to use in lessons. Same day maths intervention 1 st Class @ Number Weekly after school club for HA pupils Embed effective feedback across all year groups | | |

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| iii. Specialist Provision | | | | | |
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| 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 implement action? |
| D. Parents are not put in a difficult financial position when children need to access extra-curricular activities which are externally provided. Children to wear correct school uniform | Parents involved are informed of financial support available. | We want all pupils to access extra-curricular activities and for costs not to be a barrier. | Admin staff will be responsible for communicating with parents and organising funding to be released. | | |
| C. Parents will feel better equipped with how to support their child with their learning. Increased PP family engagement with learning and extra- curricular provision | Workshops with their child in and out of school hours. Termly family learning programme | Some parents want ideas and support on how to teach child phonics, reading, etc. EEF Teaching and learning tool kit shows social and emotional learning (+4) NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families | Use teaching staff and children to run the events. Signposting to available support Family learning programme Ongoing feedback from parents Involvement of families Comprehensive out of school activity programme Free uniform to all new pp pupils including PE kit Variety of educational visits – subsidised for PP pupils | | |
| Total budgeted cost | | | | | |

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| 6. Review of expenditure | | | | |
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| Previous academic year | | | | |
| <i>i. Universal Provision</i> | | | | |
| 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 |
| To centralise the recording of safeguarding concerns | Contribute towards the cost of an electronic safeguarding system (CPOMS) | System provides a secure and central record enabling appropriate staff to track incidents involving vulnerable pupils. | | £774.00 |
| Increase the number of support staff in school who can lead this intervention in Key Stages 1 and 2. | Train support staff in 1stclass@number 1 and 2 (Previously successful 'Closing the Gap' Maths intervention) and procure materials | 2 TAs and 1 teacher trained in 1st Class@ number1. | | £1500.00 |
| To enhance teaching and learning through increased and updated access to technology in classrooms. | Procurement of ipads for class teachers and for pupil group work. | Reading groups started. Improved environment to promote reading activities. | | £943.00 |

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| To provide a formal test experience for pupils and to provide a standardised test for children in year groups that are not taking national tests. | Procure published end of year tests for Years 3, 4 and 5 | Formal test experience for kS2 pupils helps with preparation for national tests. Test data adds to verification of Teacher assessment. | | £600 |
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| ii. Targeted provision | | | | |
| 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 |
| To provide support in the classroom for English and Maths so that pupils are accessing the same work as their peers. | Employment of a P.T qualified teacher to work with identified pupils | The majority of Disadvantaged pupils in Y2 and Y6 have not met the expected standard in Reading, Writing and Maths Combined. | | £6,360 |
| To provide additional support to year groups where there is no banded support for an SEN pupil i.e. no FT Teaching Assistant. To provide targeted short interventions to boost pupil progress. | Deployment of support staff to work with targeted pupils | The disadvantaged Pupil in Y1 made good progress in all areas. Y4 3 out of 5 pupils achieved the expected step but needed to make further progress. Y5 Five of the six Disadvantaged Pupils made at least 6 sub steps of progress in Reading and attained at least the age-expected 5B but for some of the group additional sub steps of progress were needed for them to reach their end of year target. Y6 Only 2 of the seven Disadvantaged pupils achieved the national standard. | | £3,000 |
| To provide targeted short interventions to boost | To employ qualified teachers through an interventions | Disadvantaged pupils in Y2 failed to pass the phonics screening check re test | | 3,200.00 |

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| pupil progress in English and Maths. | company to work with identified pupils. | although they had made better progress in phonics across the year. Y2 Disadvantaged pupils did make better progress in English and Maths although 4 of the 7 pupils did not meet the national standard. | | |
| To ensure equality of opportunity for all pupils. | Subsidising Educational visits and visitors. | All children able to access the mobile planetarium in school. Y6 pupils were able to attend the residential visit. Pupils had equal access to enrichment activities across the year | | £2,600 |
| To ensure equality of opportunity for all pupils. | Paying cost of after-school clubs | Increased opportunities for disadvantaged pupils to access sports and other activities | | £40.00 |
| iii. Specialist Provision | | | | |
| 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 |
| Provide the expected FT support for one EHCP pupil | To subsidise the cost of 1 FT equivalent Teaching Assistant | Although still working below his year group programme of study in reading, this pupil made 10 substeps of progress in Writing and 9 in Maths. | | £10,000 |

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| 7. Additional detail |
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