

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

1. Summary Information					
Academic Year	2017/18	Total PP Budget	£ 46,060	Date of most recent PP Review	
Total number of Pupils	211	Number of pupils eligible for PP	31	Date for next internal review of this strategy	January 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving the Expected standard for reading, writing and maths	43%	71%
Progress score for Reading	-0.60	+3.20
progress score Writing	-2.83	+2.84
Progress score for Mathematics	-3.88	+0.44

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)	
A	Whilst work on parental engagement has already begun to have impact through structured conversations, this aspect still needs development; particularly around parent/carers from some disadvantaged families, understanding the importance of regular attendance and its impact on pupil achievement.
B	Persistent Absence is affecting the progress of some disadvantaged pupils.
C	Inability of some disadvantaged pupils to focus on learning and progress because of social and emotional needs
D	The school has to maintain a flexible and creative approach to the effective deployment of a small number of support staff to meet specific needs e.g. SEN pupils with EHCP, low attaining, slower progress, social emotional needs.
E	Access to wider opportunities both within and beyond school.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	More parents engage with school, Continuing to develop work done through A4A and school events. School is able to engage with more reluctant parents. Information sessions and 'Back to School events' allow parents to experience aspects of current teaching and learning strategies in order to feel more confident about supporting their child's learning. Through after -school events children and parents work together on activities which would support learning e.g. reading Measured through attendance at events and feedback.	Positive Parental feedback shows: Parents feel more engaged with school and the value it can give to their child. Parents have a better understanding of the negative impact of persistent absence on pupil achievement. Parents feel supported in how they can help their child at school. Persistent absence to be at least in in line or lower than national. Attendance at curriculum events and information sessions Disadvantaged pupils achieve at least in line with their peers
B	Pupils have good attendance which supports them in making at least expected progress. This will be monitored through on-going teacher assessment and half termly data monitoring (progress meetings involving the Trust School Improvement Team. Evidence of improved attendance is monitored fortnightly and linked to pupil progress.	Persistent absence to be at least in in line or lower than national. Disadvantaged pupils achieve at least in line with their peers
C	Further develop the training of staff so that they are equipped to recognise and support pupils who are vulnerable. Children develop a range of strategies which help them to manage their personal, social, emotional and academic needs. This will be evidenced through Behaviour and Well-Being records which include staff and pupil views.	All staff are trained in 'Mindfulness' Positive outcomes from group and individual interventions, evidenced through half termly progress meetings, pre and post intervention data and feedback via pupil views, staff views and parents views in Structured Conversations Attendance and punctuality for this group of pupils is more in line with others.
D	Staff continue to access training so that they are confident to deliver and assess high quality interventions to groups and individuals across the school. School's own intervention records +Pre and post-testing provide evidence of effective interventions. SEN pupils continue to have the support necessary for them to access learning and continue to make progress. School continues to broaden the range of effective interventions available through research and development e.g. EEF	Observation of interventions verifies the positive impact of training on staff subject knowledge. Interventions address the needs of all pupils so that they can make progress to achieve at least in line with their peers. Staff are trained in coaching strategies to support peer observations TRG/lesson Study is completed termly
E	Through wider opportunities children will develop problem-solving skills and independent learning strategies which support their achievement Measured through pupil and parent questionnaires, progress monitoring meetings, Termly Effort/Behaviour/Homework grades.	More disadvantaged pupils access wider opportunities both within and beyond the school day. Individual check % All pupils have opportunities to develop critical thinking and self- awareness through experiences such as P4C/Meditation/Circle Time.

5. Planned expenditure					
Academic Year		2017/18			
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?
A Improve parental engagement.	Through "Achievement For All" identify and plan increased opportunities for parents to visit and engage with school	Currently attendance for disadvantaged pupils is below national. Progress for disadvantaged pupils is not in line with peers at the end of Key Stage 2. There is a clear link between persistent absence and pupil progress. Involving parents in school life equips them to support their child's learning and helps them to understand the importance of regular attendance. It also allows school to understand the wider world of the child and needs of the family.	Monitoring by Achievement for all Coach Monitoring half termly of progress of pupils. Attendance data shared with staff, pupils and parents Parent questionnaires Parent consultation Group	PP Champion Senior Leaders (incl SBM) + PP Champion Senior Leaders	Dec 2017 Nov 17 Half termly across the year
B Pupils have good attendance which supports them in making at least expected progress.	Achievement for All Reward good attendance Reporting Attendance data to staff, pupils and parents on a regular basis	There is a clear link between persistent absence and pupil progress. Regular reports and rewards will provide incentives for pupils and parents.	Monitoring by Achievement for All Coach Strategies to be introduced across the school.(monitored) Data Headlines to be shared in staff briefing and email.	PP Champion Admin Staff Senior Leaders + Governors	Termly Every two weeks across the year.

<p>C. Staff training enables teachers and Teaching Assistants to recognise and support pupil's needs.</p>	<p>Use CPOMS to assist in recording and monitoring attendance, and associated issues.</p> <p>Planned individual and group interventions identified through assessment and tracking</p> <p>Training in Mindfulness and Christian Meditation</p> <p>Training in P4C</p>	<p>Increased information supports staff in monitoring, and linking absence and progress. Increased information will enable school to intervene more quickly.</p> <p>EEF Research shows social and emotional support can have an impact of +8 months. Access to well-being activities and metacognitive learning will help children to develop a range of strategies to balance manage their social, emotional and needs with positive attitudes to learning.</p>	<p>Pre and post assessment of specific targets for children accessing behaviour and well-being sessions</p> <p>Evaluation of attitudes to learning</p> <p>Monitoring of pupil progress</p> <p>Monitoring the introduction of Mindfulness/ P4C lessons /Meditation through observations and stakeholder surveys.</p>	<p>SENDCo</p> <p>All Staff</p> <p>All Staff</p> <p>Senior Leaders + PP Champion</p>	<p>Dec 2017, April 2018, July 2018</p> <p>Dec 2017</p> <p>Nov 2017</p> <p>Every fortnight</p> <p>Jan 2018</p>
<p>D Continue CPD of staff for high quality teaching and interventions.</p>	<p>Teacher Research Groups based on a coaching model</p> <p>Continue to develop the range of evidence- based interventions used in school.</p>	<p>School data for 2016-17 shows the positive impact of evidence based interventions across the school. Peer observations allow teachers to share best practice and a coaching approach ensures a reflective approach to improving the quality of Teaching and Learning.</p>	<p>Lesson observations</p> <p>Peer Review (Spring term)</p> <p>Moderation of pupil work</p> <p>Planning scrutiny</p> <p>Pupil progress meetings</p> <p>Accelerated progress via interventions</p>	<p>Senior leaders and Core Subject Leaders + PP Champion</p>	<p>Nov 2017 & Half termly</p>

<p>E: Children develop problem-solving skills and independent learning strategies</p>	<p>Provide access to a wide and varied menu of curriculum enrichment activities across the year.</p> <p>Build on work begun last year to Further raise the profile of Character Education, linking school's work to a Trust-wide approach.</p>	<p>We want to continually raise aspirations for all our pupils by exposing them to a wide menu of experiences</p> <p>There is evidence that participation in outdoor learning, and sport participation has positive effects on pupils outcomes (Sutton Trust)</p> <p>Access to an enriched provision, which includes problem solving, supports children in the development key character traits for independent learning.</p>	<p>At least 75% of pupils engage in wider opportunities</p> <p>Evaluation of provision through stakeholder views</p> <p>Remove financial barriers to participation</p> <p>Monitoring of provision</p>	<p>Senior Leaders</p>	<p>Half termly through the school's Improvement cycle.</p>
Total budgeted cost					£

ii. Targeted 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?
A: Improve parental engagement.	Hold termly Structured conversations.	Longer meetings allow for more information sharing and for staff to gain a better understanding of the child's needs and the wider context for each child.	Training for staff – developing questioning techniques for parent meetings Use an agreed recording system for parent/carer meetings	PP Champion & HT Class Teachers	Nov 2017
B: Pupils have good attendance.	Meetings with HT and Chair where attendance/or persistent lateness and is an issue.	2016-17 data shows under achievement by disadvantaged pupils who were persistent absentees. Meetings	Monitoring of Attendance data which will be shared with all stakeholders.	HT +Chair of Govs	fortnightly monitoring Termly Governor Meetings 2017 -18
C: Support vulnerable pupils	Identification and behaviour/well-being interventions with a trained counsellor	Social and emotional support can have a positive impact on pupil progress.	Introduction of new record sheet to track impact of well-being interventions through teacher evaluation and tracking of attainment and progress	SENDCo	Every 3 weeks
D: Deployment of Support staff to work with Targeted pupils	TAs to deliver One to one and small group interventions to targeted pupils, using evidence-based interventions, and some bespoke interventions designed by teachers. Additional qualified teacher support in class and for Booster sessions for targeted pupils where appropriate. Use of Edukey to provide costed provision information	Short term, focussed intervention supports pupils to close the learning gap. Evidence based interventions have proven outcomes and allow for pre and post testing to measure impact. An additional qualified teacher provides more focussed intervention whilst targeted pupils access the class lesson	School intervention records allow staff to track impact throughout the intervention including pupil views. Pupil Progress monitoring meetings provide data on attainment and progress. Support/intervention records maintained by class teacher and supporting staff. Feedback in daily 'Professional dialogue" sessions Progress monitoring meetings	Senior and subject leaders +PP Champion Year group Teacher + PP Champion	Half termly from Nov 2017 daily, weekly and half termly reviews of action and impact

E: Access to curriculum enrichment activities	Ensure there are no financial barrier to pupils accessing enrichment activities and/or resources	participation in outdoor learning, and sport participation has positive effects on pupils outcomes (Sutton Trust) Access to an enriched provision, which includes problem solving, supports children in the development key character traits for independent learning.	% of pupils engaged in the wider opportunities Evaluation of provision through stakeholder views Remove financial barriers to participation Monitoring of provision	PP Champion Admin Staff	Oct 2017 and half termly thereafter.
Total budgeted cost					

iii. Specialist 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?
B: Support learning where persistent absence cannot be avoided.	Provide tablets equipped with appropriate Apps for use by pupils if absent long term due to ill health/hospitalisation	Access to technology can motivate pupils to achieve. Basic skills can be maintained and research undertaken into topics being covered in school.	Pupil progress monitoring meeting Pupil and parent feedback	SENDCo + PP Champion	
D: Deployment of Support staff to work with Targeted pupils	Subsidise the cost of 2 FT Teaching Assistants to provide the expected support for 2 pupils with Statements (Y3 and Y4)	Although working below their year group expectations both continue to make progress, with support. 1 pupil requires a high level of one to one support.	Monitoring through the School's improvement cycle and pupil progress meetings Progress on IEP targets	SENDCo	
Total budgeted cost					

6. Review of expenditure				
Previous academic year		2016-17		
<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. Centralised system is efficient and safe making and has improved tracking of pupils.	Continue	Annual licence 774.00
Increase the number of staff in school who can lead this intervention	1 st Class@Number 1	2 TAs and 1 teacher trained in 1st Class@number1. Has had some impact on closing the Maths gap for Year 2 pupils but use with Year 1 pupils should be reserved to the latter part of the academic year. 3 of the Y1 children were EAL and this might have been a further barrier to the success of the intervention, however in-house data shows that 3 of the 4 pupils achieved above their target.	Continue use of intervention and develop to use 1st Class@Number 2	730.00

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.	Additional data for staff to compare to the in-house tracking system. Continue and consider procuring end of term tests for increased experience of SAT style questions for KS2 pupils.	900.00
	Catch Up Training for Support Staff Purchase of Catch Up resources HLTA Training	All pupils accessing the intervention made progress in Reading Ages.	Effective Evidence Based intervention. Continue & explore Catch Up Numeracy Intervention	395.00 1240.00 400.00
To encourage pride in work	Purchase of personalised exercise books	Positive impact on presentation of work and care of books.	Continue	2300.00

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 2 P.T qualified teachers to work with identified pupils	Y2 pupils made accelerated progress in English. 1 pupil who did not make GLD in EYFS progressed to the Expected Standard.	Continue & introduce additional booster sessions earlier in the year.	9000.00

		1 pupil progressed from Expected at EYFS to Greater Depth for Reading and Writing. Y6 pupils benefited across the year from the additional support although impact was reduced because of persistent absence among the targeted group.		
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. Attendance was a key factor in impact of interventions.	Continue & maintain a flexible approach to allocation of support staff	1410.00
	Employment of a part time qualified teacher to teach Philosophy to Year 5 + 6 pupils	Development of critical thinking skills – increased percentage of pupils attaining 4C in R.E.	Do not continue. Investment in training all teachers to Leve 1 Philosophy 4 Children and begin to roll out across the school with associated resources.	4070.00
To ensure equality of opportunity for all pupils.	Subsidising Educational visits and visitors.	Y6 pupils were able to attend the residential visit. Pupils had equal access to enrichment activities across the year	Continue	1600.00

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	Continue	50.00
To ensure equality of opportunity for all pupils.	Purchase of 3 Ipad Minis	Provide 3 disadvantaged pupils with the opportunity to access the wider curriculum outside of the school day.	Single procurement.	981.00
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 2 FT equivalent Teaching Assistants	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.	High level of support is still required. Continue	15110.00
Increased access to the curriculum for one SEN pupil	Purchase of audio aid for hearing impaired pupil	Further development of inclusion provision.	Single procurement. Further installation of sound boards to be considered for 2018-19	640.00

7. Additional detail

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