

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

Due to the impact of Covid 19 and School Closure in March 2020 progress of the strategy was suspended. Currently priorities remain the same as part of the three year strategy for 2019-2022.

1. Summary Information					
Academic Year	2019-20 2020-21	Total PP Budget	£29,300 £21, 123	Date of most recent PP Review	September 2019
Total number of Pupils	204 202	Number of pupils eligible for PP	20 12	Date for next internal review of this strategy	Feb 2020 February 2021

2. Current attainment (2019)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving the Expected standard for reading, writing and maths	100%	71%
Progress score for Reading	1.59	0.31
progress score Writing	3.15	0.24
Progress score for Mathematics	2.64	0.31

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	A variety of additional needs and complex home situations impact on parents/carers being able to prioritise school and/or support children's learning needs
B	Absence is affecting progress with 25% of persistent absentees were disadvantaged pupils in 2018-19. 10%
C	Inability of some disadvantaged pupils to focus on learning and progress because of social, emotional and medical 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, Medical conditions affecting attendance and attention, low attaining, slower progress, social emotional needs.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	School is able to engage with more reluctant parents. Parents feel more engaged with school and the value it can give to their child. Regular meetings with parents enable staff to identify the provision needed to support pupils in their individual family context.	Parental feedback shows parents feel that they are given strategies and support to help their child achieve. Persistent absence to be at least in line or lower than national. Disadvantaged pupils achieve at least in line with their peers Positive Parental feedback.
B	Pupils have good attendance which supports them in making at least expected progress. This will be monitored through on-going teacher assessment and reviewed at fortnightly progress meetings	Absence of pp pupils to be at least in line or lower than national. Disadvantaged pupils achieve at least in line with their peers (attainment and progress) Parents have a better understanding of the negative impact of persistent absence on pupil achievement.
C	Deployment of Emotional Literacy Support Assistants to support the identified emotional and behavioural needs of pupils. 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, and pupil progress meetings. Reports will include staff and pupil and parent views.	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 Attendance and punctuality for this group of pupils is more in line with others. ELSA reports to be included in half termly 'Raising Attainment' meetings and meetings with parents.
D	Staff continue to access training so that they can effectively deliver and assess high quality interventions across the school. School's own intervention records +pre and post-testing provide evidence of effective interventions and areas for further staff training SEN PP pupils continue to have the support necessary for them to access learning and continue to make progress. School continues to focus on 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. Pupil progress data Impact review of interventions in progress meetings.

5. Planned expenditure					
Academic Year		2019/20			
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. Increase and strengthen Parental Engagement.	Planned opportunities for parents to visit and engage with school. Meetings additional to the termly parents evening.	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.	Parent questionnaires Regular progress monitoring Records of parent meetings % of parents involved in Fundraising/volunteer support activities Monthly attendance data monitoring	PP Champion Senior Leaders (<i>incl SBM</i>) Teachers	Half termly review. Nov 2019 Jan 2020 Mar 2020 May 2020 July 2020 Termly report to govns/directors
B Pupils have good attendance which supports them in making at least expected progress.	Follow Trust Attendance Policy and Procedures Reward good and improving attendance Reporting Attendance data to staff, pupils and parents on a regular basis.	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. Regular reports and rewards will provide incentives for pupils and parents. Increased information supports staff in monitoring, linking absence and progress and acting more quickly. Research shows that presentation of comparative data encourages parents to improve attendance.	Monthly attendance data shared with Behaviour and Attendance Governor, Class Teachers and support staff Attendance information and successes shared with parents.	PP Champion Admin Staff Senior Leaders Teachers Governors	Monthly monitoring leading to parent meetings as appropriate Termly report to govns/directors

<p>C. Staff identify and support emotional, well-being & behaviour needs of pupils</p>	<p>Planned individual/group/whole class interventions identified through assessment and tracking</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 manage their social and emotional needs with positive attitudes to learning.</p>	<p>Pre and post assessment of specific targets for children accessing behaviour and well-being/ELSA sessions Link ELSA work to raising attainment meetings. Pupil, Teacher, Parent feedback.</p>	<p>SENDCo ELSAs All Staff</p>	<p>Review half termly across the year</p>
<p>D. Continue CPD of staff for high quality teaching and interventions.</p>	<p>P4C Level 1 Training for all teachers.(Autumn Term) + procurement of associated resources</p> <p>Teacher Research Groups based on a coaching model.</p> <p>All staff access training on specific SEN.</p> <p>Staff new to school receive training on specific strategies and interventions used successfully in school – Talk4 Writing, Maths Mastery strategies, Inference Training</p>	<p>School data shows the positive impact of evidence based interventions across the school. Peer observations allow teachers to share best practice through coaching ensuring a reflective approach to improving the quality of Teaching and Learning.</p> <p>Consistent use of strategies supports pupil progress</p>	<p>Pupil and teacher feedback on P4C following implementation (Spring 2020) Raising attainment meetings show accelerated progress via interventions</p> <p>Lesson observations Pupil work scrutiny Lesson Study records and staff feedback Intervention observations Interventions records Pupil feedback Parent feedback</p>	<p>HT DHT Teachers Support Staff</p> <p>All Staff</p>	<p>Raising attainment meetings half termly beginning October 2019 P4C –monitoring Feb 2020</p> <p>Half termly scrutinies</p>
<p>Total budgeted cost</p>					<p>£4290</p>

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 half termly meetings for Pupil Premium pupils	Longer /more frequent 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.	Structured conversations Refresher training for staff Meeting records meetings to accommodate parents re time and venue	PP Champion & HT Class Teachers	Nov 2020 Review after each round of meetings.
B: Pupils have good attendance.	Meetings with HT and Chair where attendance/or persistent lateness is an issue. Letters and meetings in line with Trust policy and procedures.	Data shows under achievement by disadvantaged pupils who were persistent absentees. Or whose absence was above the national average.	Monitoring of Attendance data which will be shared with all stakeholders.	HT +Chair of Govs Behaviour and Attendance Governor Class Teachers	Action as attendance issue arise monthly data monitoring Termly Governor Meetings
C: Support vulnerable pupils	Identification and behaviour/well-being interventions with a trained counsellor or ELSA	Social and emotional support can have a positive impact on pupil progress.	Well-being intervention records to contribute to Professional dialogue meetings and Raising Attainment Meetings.	SENDCoS Teachers TAs	Half termly from Oct 2019
D: Deployment of Support staff to work with Targeted pupils	TAs to deliver One to one and small group interventions to targeted pupils Additional qualified teacher support in class and for over-learning for targeted pupils (Autumn term) 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 and also	Support/intervention records maintained by class teacher and supporting staff. Feedback in daily 'Professional dialogue" sessions and Raising Attainment meetings	Teachers Support Staff Senior Staff	Fortnightly progress meetings half termly data monitoring Nov18

		provides high quality intervention in over-learning sessions following lessons. Costed provision mapping allows school to measure VFM.			
Total budgeted cost					£7590

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	Half termly progress meetings beginning November 2019
D: Deployment of Support staff to work with Targeted pupils	Subsidise the cost of 1 FT Teaching Assistant, deployed to provide the expected support for 1 PP pupil with EHCP. Support including OT sessions for 1 pp pupil (Y3)	Although working below their year group expectations the identified pupils continue to make progress, with a high level of support. Low incidence needs require 1-1 support.	Monitoring through the School's improvement cycle and Raising Attainment meetings Progress on IEP targets	SENDCo	Half termly progress meetings beginning Nov 2019
Total budgeted cost					£13150

6. Review of expenditure

Previous academic year **2018-19**

i. Universal 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
A.Improve parental engagement.	identify and plan increased opportunities for parents to visit and engage with school.	<p>Parents commented positively on increased opportunities to be involved in events in school. <i>(Some planned events cancelled due to school closures)</i></p> <p>EAL pupils included in structured conversations + translator. End of KS2 – Dis advantaged pupil attainment was above peers. EAL attainment – Expected at KS2 but this involved accelerated progress.</p>	Continue. <i>Create half termly meeting with parents – arrange times and free teachers for longer conversations.</i>	£800
B. Pupils have good attendance which supports them in making at least expected progress.	<p>Reward good attendance Reporting Attendance data to staff, pupils parents and governors on a regular basis. Provide regular information on the impact of absence. Use CPOMS to assist in recording and monitoring absence where it relates to safeguarding concerns.</p>	<p>Implementation of Trust Policy and proedures ensured further improvement of attendance.supported school’s work to improve attendance. Overall absence 3.7% (National 4.2%) Disadvantaged pupils was higher than national but this relate to some specific medical conditions. Disadvantaged persistent Absence 15% (national 17.2%)</p>	Continue <i>strategies to keep Attendance as an improvement priority and a focus for particular groups of pupils and further improve outcomes.</i>	£100
C. Staff training enables teachers and Teaching Assistants to recognise and support pupil’s needs.	<p>Planned individual and group interventions identified through assessment and tracking</p> <p>Training in Mindfulness and Christian Meditation</p> <p>ELSA training for 2 TAs</p>	<p>Support staff qualified as ELSAs to provide specific intervention for pupils. AFA training</p> <p>Mindfulness used with Y6 ahead of SATs. Christian Meditation being used in classes.</p>	Continue	£ 2000

D. Continue CPD of staff for high quality teaching and interventions.	Teacher Research Groups/Lesson Study, based on a coaching model Continue to research the range of evidence- based interventions used in school	Positive impact on quality of teaching. Lesson Study groups provide support for and monitoring of classroom practice addressed in CPD e.g. Challenge for higher attaining pupils. Attainment gap narrowing for disadvantaged pupils.	Continue	£1200
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
A.Improve parental engagement.	Hold termly Structured Conversations.	Training for Staff improved the quality of the conversations in this second year of using the strategy. EAL pupils were included in Structured Conversations + translator. Not all parents/carers attended or even responded to repeated invites.	Continue with particular focus on those parents who have not yet engaged with the process. Look at offering other alternative times or a visit to home.	£1400
B. Pupils have good attendance which supports them in making at least expected progress.	Meetings with HT and Chair where attendance/or persistent lateness is an issue. Discussion of Attendance and its impact in Structured Conversations	Achievement For All Strategies supported school's work to improve attendance. Meetings with parents/carers and involvement of Chair of Goves, School Nurse, Translator increased impact of meetings on some attendance	Continue – as above.	

		Overall absence 4.4 % (National 4.0%) Disadvantaged pupils was higher than national but lower than 2016-17 Disadvantaged persistent Absence 8.3% (national 17.9%)		
C.Support vulnerable pupils	Identification and behaviour/well-being assessment interventions with a trained counsellor Group and individual work with ELSA	Used in classes. Pupil/staff/parent views verify positive impact of interventions. Impact on academic progress not always measureable. ELSAs gaining in experience and able to provide support and suggested interventions for individuals and groups of pupils.	Continue	£2900
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.	KS2 Attainment above other pupils RWM Pupil premium pupils 100% RWM non pupil premium pupils 87%	Continue	£6500
E: Access to curriculum enrichment activities.	Ensure there are no financial barriers to pupils accessing enrichment activities and/or resources	Increased opportunities for disadvantaged pupils to access sports and other activities Disadvantaged pupils took part in after-school clubs across the year. Take up of activities varied according to children's choices. All Disadvantaged pupils were able to access all educational visits, (including residential visit for Y6) and visitors, Cycle	Continue and extend through information in structured conversations to provide some support if needed to access activities beyond school.	£2585

		training and cycling e.g. Y6 Leavers' Bike Ride.		
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
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 PP pupils with EHCP (Y5 and Y6)	Y5 pupil (Band 10) working at least one full year below Peers in English due to continuing high level of illness absence. Y6 pupil (Band 9) – Achieved Age-Expected Standard in Reading and Maths. Working below the year group POS in English.	Continue	£18500

7. Additional detail

Pupil Premium funding used to contribute towards these previously effective, continuing strategies and resources: £4,100

- CPOMS - Annual Licence £775
- Contribution to costs of Uniform - £225
- Spare PE kits and shoes - £50
- Procurement of branded Exercise Books - £1,250 Termly tests for Y3,4,5, + end of year test for Y1 £1800