

# St. Augustine of Canterbury Catholic Primary School



## Pupil premium strategy statement 2019/20

1. Summary information					
<b>School</b>	St Augustine of Canterbury Catholic Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£32,960	<b>Date of most recent PP Review</b>	Jul 2019
<b>Total number of pupils</b>	180	<b>Number of pupils eligible for PP</b>	26	<b>Date for next internal review of this strategy</b>	April 2020

At St. Augustines we have high aspirations and ambitions for all our children. We are determined to ensure that the children at our school are given every chance to realise their full potential. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low income families. Schools are required to publish a Pupil Premium Strategy and this will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils (please see the reviewed published Pupil Premium Strategy Statement 2018/19).

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or accelerated progress. Through targeted interventions we are working to eliminate barriers to learning and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

Assessment Data: end of Year Attainment July 2018

EYFS	PP Pupils (4)	Non-PP Pupils (16)	Gap	National
GLD	0%	82%	-82%	72%

Year 1 Phonics	PP Pupils (2)	Non-PP Pupils (25)	Gap	National
Expected	100%	92%	+8%	85%

Year 2	PP at Expected (6)	Non-PP at Expected (24)	Gap	National	PP at Greater Depth	Non-PP at Greater Depth	Gap	National
Reading	50%	75%	-25%	76%	0%	25%	-25%	26%
Writing	50%	75%	-25%	70%	0%	29%	-29%	16%
Maths	75%	83%	-8%	76%	0%	29%	-29%	22%

Year 6	PP at Expected (6)	Non-PP at Expected (40)	Gap	National	PP at Greater Depth	Non-PP at Greater Depth	Gap	National
Reading	60%	83%	-23%	75%	20%	35%	-15%	28%
Writing	60%	75%	-15%	78%	20%	15%	+5%	20%
Maths	40%	80%	-40%	76%	0%	13%	-13%	24%
GPS	60%	88%	-28%	78%	40%	43%	-3%	
R/W/M	40%	70%	-30%	64%	0%	3%	-3%	10%

**Rates of progress: September 2017- July 2018**

The following percentage of PP children gained 5 or more steps progress not including the Early Years:

Reading- 73.9%

Writing- 69.6%

Maths- 82.6%

Assessment Data: end of Year Attainment July 2019

EYFS (16)	PP Pupils (2)	Non-PP Pupils (14)	Gap	National
GLD	100%	79%	+21%	74%

Year 1 Phonics (17)	PP Pupils (2)	Non-PP Pupils (15)	Gap	National
Achieved	100%	87%	+13%	70%

Year 2 (26)	PP at Expected (3)	Non-PP at Expected (23)	Gap	National	PP at Greater Depth	Non-PP at Greater Depth	Gap	National
Reading	33%	87%	-54%	63%	0%	39%	39%	NA
Writing	33%	83%	-50%	54%	0%	13%	13%	NA
Maths	33%	87%	-54%	62%	0%	26%	26%	NA

Year 6 (34)	PP at Expected (3)	Non-PP at Expected (31)	Gap	National	PP at Greater Depth	Non-PP at Greater Depth	Gap	National
Reading	100%	90%	+10%	NA	67%	42%	+25%	NA
Writing	67%	87%	-20%	NA	0%	10%	-10%	NA
Maths	100%	81%	+19%	NA	0%	29%	-29%	NA
GPS	100%	87%	+13%	NA	67%	48%	-19%	NA
R/W/M	67%	77%	-10%	NA	0%	6%	-6%	NA

**Rates of progress: September 2018- July 2019**

The following percentage of PP children gained 5 or more steps progress not including the Early Years:

Reading- 75%  
 Writing- 70%  
 Maths- 85%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
<b>A.</b>	Some pupils' speech and language skills may be under developed on entry to primary school and this limits progress in communication, language and literacy throughout (WellComm data 2019/20- 40% of the new reception intake language skills are not age appropriate. 75% of the Reception PP children's language skills are not age appropriate and intervention is required)	
<b>B.</b>	Attainment by pupils eligible for PP not in line with non-PP pupils at the end of KS1 and KS2 in Reading, Writing and Maths including higher achieving pupils.	
<b>C.</b>	Many pupils eligible for PP also have SEN needs to consider when planning for their provision (48% of the 2019/20 PP children are on the SEN register).	
<b>D.</b>	Some of our PP children are experiencing difficulties in their home lives and find emotional regulation difficult; this can result in negative attitudes towards their learning and affects their wellbeing and progress (SEMH).	
<b>External barriers</b>		
<b>E.</b>	Some of our PP children have low attendance rates and poor punctuality (2018/19 Pupil Premium attendance 86.66% Non- Pupil Premium attendance 96.70%- however, it must be noted that PP lower attendance rates are mainly a result of our Irish traveller community as some have lower attendance due to cultural reasons- 2018/19 Irish Travellers attendance- 68.95%). This is reducing their hours in school and causing them to fall behind academically.	
<b>F.</b>	The majority of our children from the Irish Traveller community experience interrupted learning due to periods of travelling and other factors that take priority for the family over schooling such as a family funeral or celebration and this leads to gaps in their learning (28% of the 2019/20 PP children are from the Irish Traveller community).	
<b>G.</b>	Some of our PP children have inadequate support for homework.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Speech and language needs are quickly identified in a Speech and language baseline assessment at the beginning of Reception (Wellcomm) and addressed through interventions in the Early Years and KS1 to enable pupils to meet age related expectations at KS1 and KS2.	<ul style="list-style-type: none"> <li>Children with speech and language difficulties are identified quickly and intervention is put in place.</li> <li>Attainment and progress for pupils eligible for PP will be equal to or higher than pupils who are not PP across the school in reading and writing.</li> <li>A re-assessment using the speech and language screener (Wellcomm) at the end of the Reception year will show interventions and quality first teaching with a focus on oracy has made an impact.</li> <li>A whole school teaching vocabulary approach (Word aware) will have been established and will be making an impact on the children's vocabulary</li> </ul>

		development.
<b>B.</b>	Higher rates of progress for pupils eligible for PP shown on Target Tracker termly for Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>• PP children are making expected step progress or more each term in Reading, Writing and Maths.</li> <li>• Good or accelerated progress is shown as being the outcome from interventions on class Provision Maps.</li> </ul>
<b>C.</b>	Higher rates of progress across the school in Reading, Writing and Maths for pupils eligible for PP funding who are SEN.	<ul style="list-style-type: none"> <li>• PP SEN children's needs are identified and assessed early to ensure that appropriate provisions and interventions are put in place.</li> <li>• PP SEN children make expected progress or better than expected progress each term in Reading, Writing and Maths.</li> </ul>
<b>D.</b>	<p>PP children presenting with SEMH needs are taught and given support to use emotional regulation skills.</p> <p>PP children and families wellbeing is supported through school and outside organisations/ agencies.</p>	<ul style="list-style-type: none"> <li>• PP children with SEMH needs are identified early and interventions are put in place- social skills groups, emotional regulation sessions.</li> <li>• PP families are quickly referred to the Parent- link worker as and when required.</li> <li>• St Augustines Primary School has a named SEMH Lead and TA supporting SEMH need (qualified as mental health first aiders).</li> <li>• Some PP children are able to access sand tray therapy for six weeks.</li> <li>• Good progress in SEMH skills will be made from their starting points.</li> </ul>
<b>E.</b>	Increased attendance rates and punctuality for pupils eligible for PP.	<ul style="list-style-type: none"> <li>• Weekly whole school attendance initiatives to increase attendance.</li> <li>• Parent- Link Worker to support PP families with attendance where needed.</li> <li>• Attendance of PP children will be in line with all pupils.</li> </ul>
<b>F.</b>	Increased attendance rates for our Irish Traveller PP children.	<ul style="list-style-type: none"> <li>• Traveller Welfare Team to support PP families with attendance where needed</li> <li>• Attendance of Irish Traveller PP children will have increased significantly.</li> </ul>
<b>G.</b>	PP children complete weekly homework set with support.	<ul style="list-style-type: none"> <li>• PP children who need support with homework attend a weekly after school homework club and complete homework 100% of the time.</li> </ul>

**4. Planned expenditure**

**Academic year**      **2019 – 20**      **£32,960**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact/ Review July 2020</b>
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<p>Higher rates of progress for pupils eligible for PP shown on Target Tracker termly for Reading, Writing and Maths.</p>	<p>TA support in class to release the teacher to support pupils through Quality First Teaching.</p>	<p>By providing additional adult support, class teachers can be released to work with PP children who need additional support, not leaving them to fall behind or wait for support the next day.</p>	<ul style="list-style-type: none"> <li>• Training on quality TA support (maximising the impact of the TA training-one day).</li> <li>• Lesson observations to ensure high level of provision is in place for PP children.</li> <li>• Regular data tracking of PP children/ Pupil Progress meetings</li> <li>• Planning/ book monitoring</li> <li>• Each TA to be allocated a small group of PP children to champion. The TAs will support PP pupils individually to help develop their social and academic skills through regular discussions.</li> </ul>	<p><b>Inclusion Lead English and Maths Lead</b></p>	<p>Due to Covid 19 we are not able to measure the impact as school closures have not allowed us to accurately track the children's progress.</p>
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<b>Total budgeted cost</b>				<b>PP TAs- £14,237</b>	
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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	Impact/ Review July 2020
Higher rates of progress across the school in Reading, Writing and Maths for pupils eligible for PP funding who are SEN.	Implement specific interventions e.g.:  Rapid Writing Bespoke targeted maths sessions Rapid Reading Sounds Discovery Daily 1:1 reading	The EEF Toolkit recognises that delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning (+5 months). The school recognises that this can only happen if it delivers interventions which are known to have high impact; this is the case with the interventions that the school has chosen.	<ul style="list-style-type: none"> <li>• TA training on the intervention programmes.</li> <li>• Reading Assistant training and monitoring</li> <li>• Observations of delivery of interventions;</li> <li>• Performance related targets for TA's</li> <li>• Data tracking</li> <li>• TA PP Champions</li> </ul>	<b>Inclusion Lead</b>	Due to Covid 19 we are not able to measure the impact as school closures have not allowed us to accurately track the children's progress.
<i>Speech and language needs are quickly identified and addressed through interventions in the Early Years and KS1 to enable pupils to meet age related expectations at KS1 and KS2.</i>	Implement specific interventions in Reception and Year 1:  Narrative Therapy Language Steps Bespoke targeted speech and language work	<p>THE EEF Toolkit studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>The school recognises that with targeted S&amp;L support in Reception and Year 1 we can begin to close the gap.</p>	<ul style="list-style-type: none"> <li>• WellComm baseline in reception will identify children needing specific speech and language intervention.</li> <li>• TA training on the intervention programmes.</li> <li>• Observations of delivery of interventions;</li> <li>• Data tracking</li> <li>• Liaison with the Speech and Language Therapist</li> </ul>	Inclusion Lead	<p>All children are able to access speech and language interventions in the Early Years and KS1 when needed.</p> <p>Children were identified using WellComm and the teacher's informal observations.</p> <p>Following focused intervention 10 out of the 11 children identified met the WellComm age related expectations by the end of T3.</p>

<p>PP children presenting with SEMH needs are taught and given support to use emotional regulation skills.</p> <p>PP children and families wellbeing is supported through school and outside organisations/agencies.</p>	<p>Implement specific interventions across the school:</p> <p>Social skills groups Zones of regulation Access to the green room (nurture/ calming space)</p> <p>Parent Link Worker meets regularly with families requiring support at home and sign posts them to outside agencies who can provide support.</p> <p>Where needed PP children can access sand tray therapy for 6 weeks.</p> <p>Weekly gardening club for PP children to work outside improving well being and social interaction skills.</p>	<p>THE EEF Toolkit recognises that on average social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>The EEF Toolkit reports that two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p> <p>The charity Young Minds reports that evidence shows that mental health and wellbeing programmes in schools, can lead to significant improvements in children's mental health, and social and emotional skills. Wellbeing provision in schools can also lead to reductions in classroom misbehaviour.</p>	<ul style="list-style-type: none"> <li>• TA training on the social and emotional intervention programmes.</li> <li>• Observations of delivery of interventions;</li> <li>• Monitoring of progress made in SEMH skills from their starting point.</li> </ul>	<p>Inclusion Lead</p>	<p>Where needed children had support and intervention for their SEMH needs 1:1 or in small groups.</p> <p>Next year Zones of Regulation to be introduced at a whole school level. Whole school staff training at the September INSET.</p> <p>Additionally next year a TA will be trained as an ELSA (Emotional literacy support assistant) to support the children's SEMH needs across the school.</p>
<p>PP children complete weekly homework set with support.</p>	<p>Weekly homework club from 3:30- 4.30 for PP children once a week run by two class teachers.</p>	<p>The EEF toolkit reports that there is some evidence that when homework is used as a short and focused intervention it can be effective in improving childrens' attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set.</p> <p>As a school we think it is important to provide homework to consolidate and reinforce basic skills and knowledge, especially in English and Maths. If PP children are not completing this with support at home this only disadvantages them further which is why we run a weekly club.</p>	<ul style="list-style-type: none"> <li>• Review club attendance and monitor absenteeism.</li> <li>• Monitor the quality and appropriateness of homework set by Class Teachers for PP children.</li> </ul>	<p>Inclusion Lead</p> <p>KS1 and KS2 Leaders</p>	<p>An increase in the number of children completing homework.</p>



					Reading assistants x 2- £9,898 Homework Club- £2,700 Sand tray therapy- (part of PP TA funding) Parent-Link Worker- £3,348 Gardening club- £100 WellComm speech and language screener- £456 Supply cover for the speech and language screening- £221  <p style="text-align: right;"><b>Total budgeted cost</b></p>	£16,723
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**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	Impact/ Review July 2020
Increased attendance rates and punctuality for pupils eligible for PP.	<ul style="list-style-type: none"> <li>Class teachers monitor all absences and alerts the HT when necessary.</li> <li>Weekly whole school attendance initiatives to increase attendance.</li> <li>Parent- Link Worker/ Traveller Welfare Team to support PP families with attendance where needed.</li> </ul>	Poor attendance has been shown to have an impact on children's outcomes. An NfER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> <li>Monitor attendance through SIMS attendance reports.</li> <li>Positive meetings with parents where we work together in the best interest of the child to increase attendance.</li> <li>Data tracking against attendance.</li> </ul>	HT/ CT Inclusion Lead	<p><b><u>2018/19</u></b>            PP- 88.82%            Non PP- 95.69 %            Traveller- 74%</p> <p><b><u>2019/20</u></b>            PP- 88.16%            Non PP- 91.58%            Traveller- 72.09%</p> <p>Ongoing work needed as very similar</p>

	<ul style="list-style-type: none"> <li>• Focused support from the Education Welfare Officer when needed.</li> </ul>				attendance rates to the previous year.
			School will further support some Pupil Premium children by assisting with the cost of extra curriculum activities, funding places at after school club in family in crisis situations, funding school milk for children in the Early Years 5 += £2,000		
<b>Total budgeted cost</b>					<b>£2,000</b>

Please note the Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.

