

# St. Augustine of Canterbury Catholic Primary School



## Pupil premium strategy statement 2020/21

1. Summary information					
<b>School</b>	St Augustine of Canterbury Catholic Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£37,935	<b>Date of most recent PP Review</b>	Jul 2020
<b>Total number of pupils</b>	180	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	Sept 2021

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 2019/20).

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.

No data available for 2019/20 due to Covid 19 and school closures.

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<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, WellComm data 2020/21- 27% of the new reception intake 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 (47.6% of the 2020/21 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 (2019/20 Pupil Premium attendance 88.16% Non- Pupil Premium attendance 91.58%- 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- 2019/20 Irish Travellers attendance- 72.9%). 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 (23.8% of the 2020/21 PP children are from the Irish Traveller community).	
<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</li> </ul>

		aware) will have been established and will be making an impact on the children's vocabulary 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>• Whole school introduction of Zones of Regulation.</li> <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 (SENCO).</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>

4. Planned expenditure					
Academic year	2020 – 21 £37,935				
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					
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 2021
Higher rates of progress for pupils eligible for PP shown on Target Tracker termly for Reading, Writing and Maths.	TA support in class to release the teacher to support pupils through Quality First Teaching.	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.	<ul style="list-style-type: none"> <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>	<b>Inclusion Lead English and Maths 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 and there is no official data.
<b>Total budgeted cost</b>					<b>PP TAs- £18,880</b>

<b>ii. Targeted support</b>					
<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 2021</b>
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>• 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 and there is no official data.
<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	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.  The school recognises that with targeted S&L support in Reception and Year 1 we can begin to close the gap.	<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	Children were identified using WellComm and the teacher's informal observations.  Following focused intervention 7 out of the 7 children identified met the WellComm age related expectations by the end of T6.

<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>Three children with high levels of SEMH needs were given EHCPs. Two children made the transition to specialist provision.</p> <p>Zones of Regulation was successfully introduced at a whole school level.</p> <p>TA trained as an ELSA (Emotional literacy support assistant) to support the children's SEMH needs across the school to start in Sept 2021.</p>
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	<p>Reading assistants x 2- £4,311 (up to Aug 2020)</p> <p>HLTA targeted bespoke maths- £4,500</p> <p>Additional SMSA to support children with SEMH needs at lunch times- £2900</p> <p>PP High needs support- TA £1061+ £780.00 SENCO as out of hours support</p> <p>Sand tray therapy- (part of TA funding)</p> <p>Parent-Link Worker- £2682.73</p> <p>Gardening club- £100</p> <p>Supply cover for the speech and language screening- £221</p> <p style="text-align: right;"><b>Total budgeted cost</b></p>
<b>£16,555.73</b>	

**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 2021
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</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</li> </ul>	HT/ CT Inclusion Lead	<p><u>2019/20</u></p> <p>PP- 88.16%</p> <p>Non PP- 91.58%</p> <p>Traveller- 72.09%</p>

	<p>increase attendance.</p> <ul style="list-style-type: none"> <li>• Parent- Link Worker/ Traveller Welfare Team to support PP families with attendance where needed.</li> <li>• Focused support from the Education Welfare Officer when needed.</li> </ul>		attendance.		<p><b><u>2020/21</u></b></p> <p>PP- 88.60%</p> <p>Non PP- 97.56%</p> <p>Traveller- 73.80 %</p> <p>A slight increase but more work needed in this area.</p>
			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>£2,500</b>

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

