

## **Pupil Premium spending at St Augustines of Canterbury Catholic Primary School**

**2016- 17**



### **What is the Pupil Premium?**

Below is a breakdown of how the Pupil Premium funding is spent at St Augustines during the financial year 2016- 17. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying, equalities 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. Pupil Premium is allocated to schools based on the number of children who are either receiving Free School Meals currently, or have done so in the last 6 years.

In the 2016 to 2017 financial year, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception to year 6.

Schools also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

In addition children of service personnel in Reception to Year 6 receive funding, which is designed to assist the school to provide emotional and social support in addition to any academic support needs. The Service Pupil Premium is £300 per pupil.

### **How are children selected for support?**

At St Augustines of Canterbury Catholic School we very carefully assess which children may be considered vulnerable to underachievement. Assessment data is regularly scrutinised to quickly identify any child who is underachieving. Additional support is quickly put in place to support these pupils, including via Pupil Premium Funding. Whilst the school recognises that children eligible for Free School Meals statistically underachieve nationally, this is not always the case and the school will not automatically target Pupil Premium Funding equally towards all FSM pupils, as some achieve as well as their peers and a few achieve higher. Additional support is therefore allocated on a case-by-case basis. For further details of how funding is allocated, please read the school's 'Pupil Premium Policy' in the policy area of the school website.

## How is Pupil Premium Funding spent 2016- 17?

<b>Pupil Premium Allocation 2016- 17= £33,140</b>	
<u><b>Intervention</b></u>	<u><b>Costs</b></u>
<p><b>Two Reading Assistants</b> The school has employed and trained three reading assistants. They work with children in Y1 - 6 who have been identified as having limited reading opportunities at home or are reading at a level below expected of their age.</p>	<p>2 hours x 5 afternoons a week  £8589.73</p>
<p><b>Parent Link Worker</b> <b>New for 2016/17</b> The school has employed a Family Link / Parent Support Worker to play an important part in the relationship between home and school in supporting families on a wide variety of issues. They will work holistically and effectively with parents in ways that will improve their children's well-being. They will have a particular focus on engaging and building good working relationships with our traveller families who are increasing in number.</p>	<p>2 hours X 2 afternoons a week  £3,147.00</p>
<p><b>TA Pupil Premium Champion</b> <b>New for 2016/17</b> The school has employed a Pupil Premium TA to work closely with the Inclusion Leader to together champion their cause and provide social and emotional support for vulnerable pupils. They will also deliver one-to-one learning support for some pupils in receipt of pupil premium and will work closely with the Parent Link Worker.</p>	<p>2 mornings a week (8 hours)  £5,460</p>
<p><b>Peer Tutoring</b> <b>New for 2016/17</b> Some Pupil Premium children will have the opportunity to participate in a peer tutoring scheme in which older children work with younger pupils to develop their learning. The older children will be trained to encourage and support their peers to help them achieve academic targets and goals. Tutoring sessions will last 30 minutes and will take place fortnightly.</p>	<p>NEXUS partnership training  Inclusion Manager to oversee and manage the sessions for 1 hour a week  £1,909</p>

<p><b>Intervention Resources</b> Pupil premium children who have been identified as under-achieving in reading, writing or maths are prioritised for these intensive 1:1 interventions to close any attainment gap.</p> <p><b>Rapid Reading-</b> The school has purchased and trained staff to implement Rapid Reading which is a structured programme which supports children who find reading difficult.</p> <p><b>Rapid Writing-</b> Rapid Writing supports children who are struggling with writing. New log books for individual children need to be purchased each year.</p> <p><b>Plus 1 and Power of 2-</b> Coaching manuals are needed for individual children to allow a TA to deliver highly structured maths support.</p>	<p>Rapid Reading annual online subscription- £300.00</p> <p>Rapid Writing log books- £200.00</p> <p>Power of 1 and 2 recording books- £200.00</p>
<p><b>Lunch Time Clubs</b> TAs run Lunch clubs from 12:30 - 1:00 each day for Vulnerable and Pupil Premium pupils e.g. Lego, crafts, junk modelling. Group focus to be on interaction and social skills.</p>	<p>Lunch clubs 30 mins a day</p> <p>£1,706</p>
<p><b>Homework Club</b> 1 hour after school each week for PP children who are not having the opportunity to complete it at home with support.</p>	<p>1 Senior Teacher- £1,909 2 TAs- £1,365</p>
<p><b>Termly mentoring sessions</b> providing effective feedback so that PP children know where they are and what they need to do to improve. 6x20 mins (2 hours a year)</p>	<p>12 days supply a year- £2,200</p>
<p><b>Funding for all school trips (including camp week)</b> for PP children as we understand the impact that inclusion in extra-curricular activities have on academic achievement.</p>	<p>£6000</p>
<p><b>Funding for school after school clubs which incur a cost</b> to improve the self-esteem of PP children.</p> <p>Please note PP children are given priority at all after school clubs run by class teachers e.g. forest skills, coding, netball</p>	<p>£1000</p>
<p><b>Uniform</b> To ensure that all children feel included in the school community if needed a jumper or cardigan will be purchased using Pupil Premium funding.</p>	<p>£300</p>
<p><b>Cost</b></p> <p style="text-align: right;"><b>Total</b></p> <p style="text-align: right;"><b>School</b></p> <p><b>Allocation</b></p>	<p>34,285.73</p> <p>1,145.73</p>

## How is the impact measured?

The impact of Pupil Premium Funding is measured in the following ways:

- All vulnerable children (including FSM children) are closely monitored throughout the year via four Pupil Progress Meetings. During these meetings all teachers meet with a member of the Senior Leadership Team and discuss any child considered potentially vulnerable or underachieving and agree strategies to close this achievement gap.
- The Senior Leadership Team provides data analysis reports to the Governing Body at the end of the academic year which includes comparative data on the performance of children who receive Pupil Premium funding against that of their peers.
- A written report on the impact of Pupil Premium Funding is provided to the Governing body annually.

## What was the impact of the Pupil Premium Funding?

Initiative	What was achieved?	Impact
<b>Two Reading Assistants</b>	<ul style="list-style-type: none"> <li>➤ Two new Reading assistants were employed and trained.</li> <li>➤ Vulnerable children read daily in school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 86.4% of PP children made expected progress or more in reading which has risen from 71.4% in 2015/16.</li> </ul> <p>* Poor attendance from some of our Traveller children impacted on the overall percentage.</p>
<b>Parent Link Worker</b>	<ul style="list-style-type: none"> <li>➤ Parent Link Worker employed for 4 hours a week.</li> <li>➤ Base created in school for the Parent Link Worker.</li> <li>➤ Parent link worker present at parents evenings and has run drop in sessions.</li> <li>➤ Parent Link worker has been the Lead Professional on 4 SAFs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Supported a number of families on a wide range of issues.</li> <li>➤ Provided a link between home and school at several multiagency meetings.</li> <li>➤ Sign posted parents in getting help from other agencies.</li> <li>➤ Next year the Parent support Worker will also take a lead on improving attendance for some of our PP children.</li> </ul>

<b>TA Pupil Premium Champion</b>	<ul style="list-style-type: none"> <li>➤ Year 1 PP children have accessed 1:1 support with their learning.</li> <li>➤ Some PP children have attended weekly social skills groups.</li> <li>➤ Some PP children have benefited from nurture sessions (crafts, cooking and outdoor learning).</li> <li>➤ Resources have been purchased and the TA trained in Sand Tray Therapy. Some PP children have participated in 6 weeks of Sand Tray therapy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The 6 PP children in our Year 1 cohort have made expected progress or above in reading, writing and maths except one child in maths only.</li> <li>➤ School has been able to provide social and emotional support for PP children when needed.</li> <li>➤ School is now fully equipped with resources and trained staff for sand tray therapy.</li> </ul>
<b>Peer Tutoring</b>	<ul style="list-style-type: none"> <li>➤ Not achieved this year.</li> </ul>	
<b>Intervention resources</b>	<ul style="list-style-type: none"> <li>➤ A core set of structured interventions were implemented across the school providing additional support for vulnerable children including PP pupils to increase their attainment and 'narrow the gap'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 86.4% of PP children made expected progress or more in reading.</li> <li>➤ 81.8% of PP children made expected progress or more in writing.</li> <li>➤ 77.3% of PP children made expected progress or more in maths.</li> </ul> <p>* Poor attendance from some of our Traveller children impacted on the overall percentages.</p>
<b>Lunch Time Clubs</b>	<ul style="list-style-type: none"> <li>➤ A variety of lunch time clubs were made available to the children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance was poor as the children didn't want to miss out on the social time in the playground so all clubs were stopped other than one Lego Club.</li> <li>➤ Lego Club was well attended and will continue next year.</li> </ul>
<b>Homework Club</b>	<ul style="list-style-type: none"> <li>➤ The Homework club was well attended.</li> <li>➤ PP children were given the opportunity to complete</li> </ul>	<ul style="list-style-type: none"> <li>➤ 80% of targeted PP children were supported to complete homework. Submission rates for</li> </ul>

	homework set with the support of a teacher.	homework have improved.
<b>Termly mentoring sessions</b>	<ul style="list-style-type: none"> <li>➤ PP children who accessed additional support had 3 mentoring sessions in the academic year with their class teacher and plans were recorded in the form of Child Support Plans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class teachers had an increased knowledge of the PP children academically and socially.</li> <li>➤ 1:1 feedback gave the PP children a clear understanding of targets and what they needed to do to improve.</li> <li>➤ Child Support Plans were sent home and parents invited in to discuss the targets. Very few parents felt the need to attend a meeting.</li> </ul>
<b>School trips</b>	<ul style="list-style-type: none"> <li>➤ When in school all PP children attended school trips.</li> </ul>	<ul style="list-style-type: none"> <li>➤ PP children's knowledge and experience of the world increased, for example, a traveller child experienced his first residential trip away from home.</li> </ul>
<b>After school clubs</b>	<ul style="list-style-type: none"> <li>➤ PP children were given priority for an extensive range of clubs run by the teaching staff.</li> <li>➤ Due to home circumstances some places were funded at after school club for 2/3 sessions a week.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of PP children attended an after school club.</li> </ul>
<b>Breakfast Club</b>	<ul style="list-style-type: none"> <li>➤ Some Breakfast Club places were made available to children with consistent lateness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unfortunately, breakfast club was not as well attended as hoped.</li> </ul>
<b>Uniform</b>	<ul style="list-style-type: none"> <li>➤ All PP children are attending school in the school jumper or similar.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All PP children especially the Traveller children who move between schools regularly feel part of our community.</li> </ul>

