

Pupil Premium spending at St Augustines of Canterbury Catholic Primary School

2017- 18



What is the Pupil Premium?

Below is a breakdown of how the Pupil Premium funding is spent at St Augustines during the financial year 2017- 18. 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 2017 to 2018 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 2017- 18?

Pupil Premium Allocation 2017- 18= £34,900	
<u>Intervention</u>	<u>Costs</u>
<p>Three Reading Assistants 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 £12,324</p>
<p>Parent Link Worker 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. This year they will have a particular focus on improving attendance for PP children.</p>	<p>2 hours X 2 afternoons a week £2,839.00</p>
<p>TA Pupil Premium Champion The school has employed a Pupil Premium TA to work closely with the Inclusion Leader to together champion their cause and provide academic, social and emotional support for PP pupils.</p>	<p>5 mornings a week (20 hours) £10,683.00</p>
<p>Specialist Maths Teacher New for 2017/18 The school has employed a specialist maths teacher to do 1:1 tutoring and small group maths support for Pupil Premium children who have been identified as under- achieving in maths.</p>	<p>2 hours a week £2553.00</p>
<p>Sand Tray Therapy New for 2017/18 The school has invested in training a TA to be able to run sand tray therapy sessions 1:1 with children. This is an effective non-talking therapy for children which allows them to express their worldview through miniature figures, objects and stories in the sand.</p>	<p>TA (2 hours a week) £642.00</p>
<p>Contribution towards the new Jigsaw PSHE scheme New for 2017/18 The school has invested in the new Jigsaw PSHE scheme which brings together personal, social, health and economic education as well as social skills and spiritual development in a weekly lesson. This whole school approach will benefit the</p>	<p>£1,250.00</p>

vulnerable children in our school.	
Homework Club 1 hour after school each week for PP children who are not having the opportunity to complete it at home with support.	Teacher (1.25 hours a week) £762.00 TA x 2 (1.25 hours a week) - £642.00
Teacher Feedback Teachers providing effective feedback so that PP children know where they are and what they need to do to improve in 1:1 sessions termly.	12 days of supply cover- £1,800.00
School trip contributions for PP children as we understand the impact that inclusion in extra-curricular activities have on academic achievement.	£1,405
Total Cost	£34,900

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
Three Reading Assistants	<ul style="list-style-type: none"> • Reading Assistants were monitored and trained. • Vulnerable children read daily in school. 	<ul style="list-style-type: none"> • 41 children read with the Reading Assistants. • On average the children made 5.6 steps progress over the year (6 steps progress expected). • * Poor attendance from some of our Traveller children impacted on the overall percentage.
Parent Link Worker	<ul style="list-style-type: none"> • The Parent-Link worker supported __ families. • __ SAFeh's were run to support family and children. • An anxiety evening for parents was run in school by the Parent Link Worker. 	<ul style="list-style-type: none"> • Parents provided with parenting advice and signposted to outside organisations and parenting courses. • Action planning in termly SAF meetings with the parents, parent-link, SENCO and class teacher improved the emotional and social outcomes of these children. • Anxiety evening well attended. Positive feedback given by the parents who attended.
TA Pupil Premium Champion	<ul style="list-style-type: none"> • TA supported PP children across the school in lessons, 1:1 or group interventions. 	<ul style="list-style-type: none"> • 73.9% of PP children made the expected 6 or more steps progress in reading. • 69.6% of PP children made the expected 6 or more steps progress in writing. • 82.6% of PP children made the expected 6 or more steps progress in Maths. • * Poor attendance from some of our Traveller children impacted on the overall percentage.
Specialist Maths Teacher	<ul style="list-style-type: none"> • Specialist maths teacher carried out 1:1 tutoring and small group maths support for Pupil Premium children who had been identified as under-achieving in maths in Year 5 and 6. 	<ul style="list-style-type: none"> • 82.6% of PP children made the expected 6 or more steps progress in Maths (2016-17 – 77.3%). • <u>All</u> PP children in Year 5 and 6 made 6 or more steps progress in maths.

Sand Tray Therapy	<ul style="list-style-type: none"> • 15 children participated in sand tray therapy with the trained TA. 	<ul style="list-style-type: none"> • Difficult to measure an impact. All children engaged with the process and parents were positive about the intervention.
Teacher Feedback	<ul style="list-style-type: none"> • PP children had regular mentoring sessions in the academic year with their class teacher. 	<ul style="list-style-type: none"> • Class teachers had an increased knowledge of the PP children academically and in the wider context of the school community (clubs, responsibilities). • 1:1 feedback gave the PP children a clear understanding of targets and what they needed to do to improve.
Jigsaw PSHE scheme	<ul style="list-style-type: none"> • Weekly, planned PSHE lessons. • Consistency and progression in PSHE teaching across the school. 	<ul style="list-style-type: none"> • Children's knowledge and understanding of personal, social, health, economic and spiritual development has grown. • Children have been given a weekly opportunity to participate in a PSHE lessons teaching valuable life skills (previously more ad hoc).
Homework Club	<ul style="list-style-type: none"> • The Homework club was well attended. • PP children were given the opportunity to complete homework set with the support of a teacher and two teaching assistants. 	<ul style="list-style-type: none"> • Club well attended. • All PP children completed homework.
School trip contributions	<ul style="list-style-type: none"> • When in school all PP children attended school trips. 	<ul style="list-style-type: none"> • PP children's knowledge and experience of the world increased. • Children experienced new social experiences e.g. forest skills team building, overcoming fears of caving.