



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Pupil premium Strategy Report

2019-20

Pupil premium is government funding given to schools, in addition to the underlying school's budget. It provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential.
- Supporting children and young people with parents in the regular armed forces

Disadvantaged should never be a barrier to educational achievement.

In 2019-20 financial year, primary schools will receive:

- £1320 for each child registered eligible for Free School meals (FSM) at any point over the last 6 years (Ever 6)
- £2300 for Looked After Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local authority
- £2300 for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- £300 for pupils recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence

Schools have the freedom to spend the Pupil premium, but there must always be a focus on identifying ways they think will best support the raising of attainment for the most vulnerable pupils. It is designed to narrow the potential academic gap and address the emotional and social well-being of these children. It is additional to main school funding and it will be used by St Augustine of Canterbury to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Government advice on the deployment of the grant support states that expenditure should be for the benefit of all children on roll in the school with particular emphasis on vulnerable children eligible for the Pupil Premium grant.

Summary information					
St Augustine of Canterbury					
Academic year:	2019-2020	Total number of pupils:	203	Percentage of children eligible for pupil premium	12%
Number of pupils eligible for Pupil Premium:	24	Total Pupil Premium budget (financial year April '19- March'20):	£33,600		
Date of most recent pupil premium review:	January 2020			Date for next internal review of this strategy	July 2020

Strategy Statement

How will St Augustine of Canterbury measure this expenditure?

We will track the progress of all children in this group. Success will be shown in the children from this group making progress in line with other children or that they have made the expected progress for their ability. We will also compare this group's data with the national data so that we can gain a broader picture of how children are progressing and judge the impact of our work.

During Pupil progress meetings and through book scrutiny every term we carefully analyse the attainment and progress of disadvantaged children. We also analyse the impact of interventions the children may have received and discuss what continued additional support is required to remove the barriers to learning. The range of support continues to cover both academic, as well as, social and emotional needs, to promote a positive mental well-being and a readiness to learn.

The vast majority of pupil premium grant is used within the classroom to enable the class teachers and teaching assistants to support in closing gaps with learning. Some children are also benefiting from additional one to one support in specific curriculum areas including addressing any speech and language needs.

The SENCo will continue to provide in school nurture support and Draw and Talk therapy, whilst we will continue to invest in an accredited external play therapist to support with children's longer term or more significant emotional needs. Social and emotional needs are currently measured through Boxall Profile scores as well as through external agencies behaviour scales.

The pupil premium grant has also enabled the Early help lead to support families. This includes supporting parents experiencing difficulties with housing, mental health or managing their children's behaviour or attendance. The success of this is measured by the difficulties faced within families being reduced through the achievement of the Early help intervention outcomes

Assessment Information

Year 1 Phonics Screening check

	Pupils eligible for PP	Pupils not eligible for PP	School average	National average
Number achieving expected standard	0	28	86%	84%

End of Key Stage One

	Pupils eligible for PP		Pupils not eligible for PP	
	School	National	School average	National average
% achieving greater depth in reading	100%	28%	24%	28%
% expected standard in reading	100%	78%	86%	78%
% achieving greater depth in maths	100%	24%	24%	24%
% achieving expected standard in maths	100%	79%	83%	79%
% achieving greater depth in writing	100%	17%	17%	17%
% achieving expected standard in writing	100%	73%	79%	73%

End of Key stage Two

	Pupils eligible for PP		Pupils not eligible for PP	
	School	National	School average	National average
% achieving greater depth in reading	33	31%	26%	31%
% expected standard in reading	100%	78%	78%	78%
% achieving greater depth in maths	33%	32%	30%	32%
% achieving expected standard in maths	100%	84%	96%	84%
% achieving greater depth in writing	33%	24%	30%	24%

% achieving expected standard in writing	100%	83%	87%	83%
% achieving greater depth at reading, writing, maths combined	33%	13%	17%	13%
% achieving expected standard at reading, writing, maths combined	100%	71%	74%	71%

Whole school barriers to future attainment for pupils eligible for pupil premium	
<u>In school:</u>	<ul style="list-style-type: none"> • SEMH- social, emotional and behavioural concerns which could impact on well-being and progress for some pupils in receipt of pupil premium • Speech and language • Low self-esteem and self-confidence • Lower literacy and maths attainment
<u>External:</u>	<ul style="list-style-type: none"> • Attendance issues • Family issues, some of which require support from external agencies, such as Early Help

Intended outcomes for 2019-20	Success criteria
<ul style="list-style-type: none"> To improve the provision for disadvantaged children so that they can make accelerated progress in Maths and English towards achieving the standards of which they are capable. 	Success will be shown in the children from this group making progress in line with other children or that they have made the expected progress for their ability. We will also compare this group's data with the national data so that we can gain a broader picture of how children are progressing and judge the impact of our work.
<ul style="list-style-type: none"> To ensure that the children with entitlement to pupil premium are able to manage socially and emotionally in school. Any immediate concerns for their SEMH needs are addressed with the appropriate level of support. 	Success will be shown in a positive mental well-being in our children with a readiness to learn.

Planned expenditure for current academic year

Planned expenditure					
<i>Focus</i>	<i>Desired outcome</i>	<i>Actions</i>			<i>Approximate costing/Planned budgeted cost</i>
Narrowing the gap in the attainment and progress on entry in literacy of all disadvantaged children including the higher attaining pupils	<p>Increased attainment in reading and writing</p> <p>Children will make accelerated progress in reading, GPaS and writing</p>	<ul style="list-style-type: none"> Daily guided reading and reading comprehensions Busters Book club Daily phonics in Key stage one Phonics booster to close gaps Beat Dyslexia programme where needed Year 6 Booster classes In class targeted support from teaching assistant in every class for literacy 1:1 comprehension/spelling support from SENCO Weekly GPV and spelling strategies teaching Small group 'gap closing'/reading comprehension 			£9000

		<ul style="list-style-type: none"> • Beanstalk volunteer 1:1 reading • Speech and Language • Staff training including in specific areas of need eg Dyslexia 	
Narrowing the gap in the attainment and progress on entry in Maths of all disadvantaged children including the higher attaining pupils	<p>Increased attainment in maths</p> <p>Children will make accelerated progress in maths</p>	<ul style="list-style-type: none"> • In class targeted support from teaching assistant in every class for maths • Maths mentoring • Plus One/Power of 2 Maths intervention programme • Weekly arithmetic tests/times tables tests • Times tables Rock stars • Mathletics • Small group 'gap closing' • Year 6 Booster classes • Staff training including in specific areas of need 	£9000
Enrichment opportunities	<p>The creative curriculum will inspire and encourage and will have a positive impact on children's progress in the foundation subjects.</p> <p>The children's learning will be enhanced through memorable experiences they may</p>	<ul style="list-style-type: none"> • Memorable experiences • Visits during themed weeks • Subsidising residential trips where Early intervention is needed • All children access to trips and equipment • Embed 'wow' moments in all subjects whilst ensuring progression of knowledge and skills • Additional classroom support for afternoon sessions • Lunchtime clubs • Enrichment activities eg music lessons, sports clubs 	£6000

	not otherwise have had.		
Social and emotional- Increase resilience of children so that they are able to 'bounce back' from events that impact on their lives	Raise self-esteem of vulnerable pupils Children identified as high need will make the same level of progress as those identified as 'low need' children	<ul style="list-style-type: none"> • External Play therapy • Nurture support and Emotional Literacy • Draw and Talk therapy • Lego therapy • Training for Staff 	£6000
Support for families	To improve the attendance and punctuality of vulnerable groups to enable all children to access their education.	<ul style="list-style-type: none"> • Targeted extended school places-breakfast/after school provision • Early help financial support for vulnerable families 	£3000