

Pupil premium report

2018-19

Pupil premium is government funding given to schools, in addition to the underlying school's budget, to raise achievement and close the gap between disadvantaged pupils and their peers.

Disadvantaged should never be a barrier to educational achievement.

In 2018-19 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) or adopted children
- £300 for children of parents currently serving in the armed forces.

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.

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 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 our children are progressing and judge the impact of our work.

Summary information		
School: St Augustine of Canterbury		
Academic year: 2018-19		
Total number of pupils: 206	Number of pupils eligible for PP (2018-19) 26 13%	Total PP budget 2018-19 financial year £31,260

At the end of the academic year 2017-18

80% of the Pupil premium children met the expected standard across reading, writing and maths combined at the end of **Key stage 2**

100% achieved the expected standard in Reading

80% achieved the expected standard in Writing with 20% achieving Greater Depth

100% achieved the expected standard in Maths

100% of the Pupil Premium children achieved the expected standard across reading, writing and maths combined at the end of **Key Stage 1**.

60% achieved greater depth in their Reading

40% achieved greater depth in their Writing

60% achieved greater depth in their Maths.

Pupil premium progress 2017-2018 for other classes

Children achieving expected (greater depth) across the subjects

No pupil premium in year R or year 2: 2017-18

Year group	Maths Expected progress (Exceeding)	Reading	SPAG- punctuation and grammar	Spelling	Writing
1	100%	100% (100%)	100% (100%)	100%	100%
3	100% (25%)	100% (38%)	100% (38%)	88% (13%)	100%
4	100% (66.6%)	100%	100% (100%)	100% (66.6%)	100% (33.3%)
5	100% (14%)	100% (29%)	100% (29%)	71% (57%)	71% (29%)

Intended outcomes for 2018-19

	That children with entitlement to pupil premium make accelerated progress in their maths and literacy.
	That the children with entitlement to pupil premium are able to manage socially and emotionally in school effectively. That any immediate concerns for their SEMH needs are addressed with the appropriate level of support.
	That the children with entitlement to pupil premium in year 6 are able to close the gaps in their own learning and make the expected progress against their KS1 starting points.

	Review of expenditure 2017-18 Next steps for 2018-19				
Focus	Intended outcome	Approximate Cost	Impact	Next steps 2018-19	Actions to date March 2019
<i>Narrowing the gap in literacy particular reading</i>	<i>Increased attainment in reading and writing (assessment data)</i> <i>Gap in phonic knowledge and reading reduces</i> <i>Pupils access and read outside of school</i> <i>Children feel compelled to read for pleasure</i> <i>Children's reading and comprehension skills are improved through focus on guided reading</i>	PP funding is allocated financial year and not academic year Initially received £35000 but £4000 deducted (4 x PP children left July 2018)	<p>100% achieved expected standard in reading at the end of KS1 and 2. However need to improve the percentage of children reaching greater depth and making accelerated progress at the end of KS2.</p> <p>60% of PP children already achieving greater depth in reading at the end of ks1</p>	<p>Busters book club and Beanstalk reading volunteer to continue.</p> <p>Guided reading overhaul- reading volunteer to help challenge more able readers. Ensure effective comprehension opportunities in class.</p> <p>Phonics in KS1 and 2 to help close gaps in phonetic knowledge.</p> <p>Beat Dyslexia/ Wordblaze program to support where applicable.</p> <p>Year 6 After school Booster classes</p> <p>Teaching assistant in class targeted support</p> <p>1:1/small group additional tutoring</p> <p>Regular learning walks and book looks.</p> <p>Regular staff opportunities to share good practice and Pupil progress meetings reviewing children's individual progress</p>	<p>8 PP children currently or have had access to Beanstalk reading volunteer this academic year</p> <p>Volunteer Governor-supports Guided reading comprehension group daily</p> <p>Purchasing of new text book comprehension resource</p> <p>KS1 support for PP currently to push to greater depth in literacy</p> <p>TA allocation per class x 5 mornings a week- 3 hours per day</p> <p>SENCo providing additional 1:1 or small group support for maths or literacy focus areas including supporting at after school booster class for year 6 PP</p>

<p><i>Narrowing the gap in numeracy</i></p>	<p><i>Improved engagement and attainment in maths (assessment data)</i></p> <p><i>Access to wider school curriculum with children being able to transfer skills</i></p> <p><i>Children's functional maths ability improves</i></p> <p><i>Children feel compelled to problem solve using maths skills</i></p> <p><i>Children have resilience not to give up on challenging mathematical problems</i></p>		<p>100% achieved expected standard in maths at the end of KS1 and 2.</p> <p>However need to improve the percentage of children reaching greater depth and making accelerated progress at the end of KS2.</p> <p>60% of PP children already achieving greater depth in maths at the end of ks1</p>	<p>Maths mentoring</p> <p>Problem solving Friday</p> <p>Continuation of weekly arithmetic tests and introduction of times tables tests in KS2.</p> <p>Plus One and Power of 2 Maths interventions to support where applicable.</p> <p>Teaching assistant in class targeted support</p> <p>1:1/small group additional tutoring</p>	<p>Homework includes learning times tables for years 3 and 4</p> <p>TA allocation per class x 5 mornings a week- 3 hours per day</p> <p>SENCo providing additional 1:1 or small group support for maths focus areas including supporting at after school booster class for year 6 PP</p> <p>TA leading interventions including Power of 2 maths for PP children</p>
<p><i>Narrowing the attainment gap of PP children who are identified with a specific need</i></p>	<p><i>Children with needs are identified.</i></p> <p><i>Children engage in school- behaviour, achievement improves</i></p> <p><i>Progress and attainment data demonstrates academic improvement</i></p> <p><i>Children feel supported socially, emotionally and academically</i></p> <p><i>Children develop independent thinking, resilience.</i></p> <p><i>Children's spoken language and listening and</i></p>		<p>Successful impact of Power of 2 and Plus One interventions with children in receipt of this additional intervention attaining expected at end of KS2.</p> <p>Ongoing intervention for specific individual PP children in year 6 this year.</p>	<p>Strategies used in class to support children with specific difficulties including support from Outreach teams and other external services</p> <p>Pupil progress meetings – monitoring impact</p> <p>Nurture support/Listening Ear Lego therapy</p> <p>Specific learning programmes for individual needs</p>	<p>Currently 2 children with PP entitlement also have a special educational need and have had access to additional support for their learning or emotional need</p> <p>After Easter break- PP children will be receiving Lego therapy intervention</p> <p>This will be a new intervention led by a trained TA.</p> <p>Purchasing of new Lego resources to enable the intervention to be provided and funded.</p>

	<i>attention skills improved in order to enhance literacy skills</i>				
<i>Increased academic resilience of children so that they are better equipped to 'bounce back' from events that impact on their lives.</i>	<p><i>Children identified as 'highest need' make the same level of progress as those identified as 'low need' children.</i></p> <p><i>Raise self-esteem of vulnerable pupils</i></p>		Nurture therapy, play therapy, draw and talk therapy accessed and successful- positive Boxall profiles- measured for impact.	<p>Continue to offer Nurture support as Early help for vulnerable children. This includes PP and SEN children. Boxall profiles used to assess impact of nurture intervention.</p> <p>Access to Accredited external Play therapist for more expert counselling needs.</p> <p>Access to Lego therapy, Draw and Talk therapy- approved emotional and social support programmes.</p>	<p>Families currently accessing Early Help- supported by Early Help Lead</p> <p>Children are currently or have had access to nurture support this academic year- supported by SENCo</p> <p>Play therapy Currently £35 per hour – PP children currently accessing- Accredited Play Therapist.</p> <p>TA trained with Lego therapy – £15 then cost for purchasing of resources and intervention time</p>
<i>Narrowing the gap in the attainment and progress of higher attaining children on entry</i>	<p><i>Data improves for higher attainers</i></p> <p><i>Children feel challenged but build confidence and resilience</i></p> <p><i>Children have access to high quality teaching and expectations</i></p>		PP children not making expected progress and attaining higher standard at end of KS2. Need to develop this for next year and look at level of challenge.	<p>Development of challenge in the curriculum and continued high expectations</p> <p>Higher order thinking</p>	Ongoing in class challenge and differentiation
<p><i>Narrowing the gap in the attainment and progress of higher attaining children on entry</i></p> <p><i>Access to extra-curricular/enrichment opportunities</i></p>	<p><i>Children have access to all trips and equipment regardless of social and economic situation</i></p> <p><i>Increased number of children accessing extra-curricular opportunities</i></p> <p><i>Increased confidence and self-esteem</i></p>			<p>Opportunities to lead enrichment activities</p> <p>Access to additional extra-curricular provision</p> <p>Creative curriculum and enrichment within the school day- through external workshops to inspire and encourage</p>	Pupil premium has helped to fund 'Memorable experience' in classes- so far received by y3-5 to enable the PP children to have the curriculum enrichment

	<i>Better team-working, collaborative skills. Improved social skills</i>				
<i>Targeted extended school places – breakfast/after school club</i>	<i>Children have good start to day with healthy breakfast</i>		Temporary support for parents to enable children to access their education and improve attendance and punctuality.	Breakfast/after school club funded where applicable	Financial support provided temporarily to improve attendance and offer of Early Help