

## Pupil premium strategy statement for St Augustine's Catholic Primary

Summary information					
School	St Augustine's Catholic Primary Coventry				
Academic Year	2018-2019	Total PP budget	£156,960	Date of most recent PP Review	March 2017 (NLE)
Total number of pupils	414	Number of pupils eligible for PP	88 to date	Date for next internal review of this strategy	Autumn 2019

Current attainment – results from the end of KS2 SATs 2018		
20	Pupils eligible for PP (our school) 2017/18	Pupils not eligible (National) 2018
% achieving the expected standard in reading, writing and Mathematics (or equivalent)	35% (7/20)	70%
% reaching ARE in Reading	60% (12/20)	80%
% reaching ARE in Writing	60% (12/20)	83%
% reaching ARE in Mathematics	60% (12/20)	81%
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school)		
A	Poor oracy skills and a vocabulary gap	
B	Low aspirations	
C	Lack of resilience	
D	Emotional well being	
External barriers (issues which also require action outside school)		
E	Low attendance	
Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
I.	Increase the % of pupils reaching the expected standards in reading, writing and mathematics combined to diminish the difference with other pupils nationally.	<ul style="list-style-type: none"> <li>The % of pupils achieving the national standard in Reading, Writing and Mathematics combined will increase to 60%.</li> </ul>

Planned expenditure					
Academic year		2018-2019			
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					
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	When will you review implementation?
Increase the % of pupils working at ARE in reading, writing and mathematics	Continue to deliver the Maths No Problem approach to teaching Mathematics	It has research based evidence that underpins its design and EEF recommends mastery learning as adding 5 extra months progress over a year.	Mathematics leader will carry out lesson observations and do ongoing work scrutiny. Assessment data will be checked half termly to track progress being made as indicated on the AfT grids.	Mrs Dyer	End of each year
	Cost = £5,000 for materials to continue providing appropriate resources £2000 to train new staff				
	Carry out regular learning conversations with class teachers to focus on progress of PP pupils ensuring assessment is used effectively to inform the quality of provision in the classroom	Recommended by the NLE who conducted the last PP review in school – helps teachers reflect specifically on the needs of their pupils with joint discussion on solutions to any issues identified.	Termly check on progress made by PP pupils using work and data – cross check that actions were implemented and had the impact intended.	Mrs Forrest	Termly
	Supply cover to release staff £2,000				
	Implement a new approach to the teaching of writing with a key focus on vocabulary and structured approach to writing effective sentences.	The vocabulary gap has been identified by many researchers as being a significant barrier to future success and that explicit teaching of vocabulary is essential to close the vocabulary gap.	Ongoing monitoring of the impact on PP pupils through data analysis and work scrutiny.	Miss Etheridge	End of second year of using new approach
	Cost of the course £150				
	Train AH to be a pupil premium champion and release from class to monitor provision for PP pupils – implementing any necessary changes where needed.	Leadership with a specific focus and related targets is a successful strategy for school improvement.	Regular meetings with AH analysis of progress data work scrutiny	Mrs Carlin	End of the year
Cost of course £265 CTS of £25,000					
<b>Total budgeted cost £ 34,415</b>					

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the % of pupils working at ARE in reading, writing and mathematics.	Increase the adult support in Early Years (in Nursery this year) to facilitate early intervention for PP pupils around language and communication	EEF early years toolkit indicates this approach adds 6 extra months progress over a year and more for children from disadvantaged backgrounds.	Analyse termly data or development matters to track progress from on entry to exit data.	Mrs S Fox	At the end of the year following the end of year outcomes.
	Cost = £7,629				
	Deliver reading comprehension interventions for pupils not yet working at ARE	EEF toolkit recommends this as adding an extra 5 months progress to expected progress over a year.	TA's delivering intervention will be observed and work done by the children will be monitored.	Miss J Etheridge	At the end of each term
	Cost = £10,000 CTS for TA + £700 for training				
	Continue to deliver 1:1 Reading Recovery for targeted pupils in Y1	Established International intervention that has worked successfully for the past four years in our school.	Termly observation by external provider and data analysis. Evaluate progress data for each cohort and the retake of phonics screening	Miss J Etheridge	At the end of the first 20 week intervention
	£10,000 (CTS) for RR				
	Deliver 1:1 third space Mathematics tuition to targeted pupils throughout the Autumn, Spring and Summer Terms.	This intervention has been delivered for two years with significant impact for those pupils who were not yet ARE but were broadly ARE.	Observations of the sessions taking place Tracking the progress being made by the children taking part.	Mrs C Carey	At the end of the year.
	£3000				
Continue to deliver interventions that have been successful in previous years	Resesarch shows that language acquisition is a good indicator of future academic success and so closing the language gap is crucial to PP future success. Success@arithmetic has been successful previously. Pupils cannot learn if they are not emotionally stable.	Regular feedback from the Speech and Language therapist Monitor impact of interventions via entry and exit data	Mrs J Morgan/Mrs Carlin	After each intervention takes place	
<ul style="list-style-type: none"> <li>• Success@Arithmetic</li> <li>• Speech and language</li> <li>• Counselling for those with emotional well-being issues</li> </ul>					
	£20,000 CTS for TA's £10,000 speech and language therapist £10,000 for counselling				
<b>Total budgeted cost £70,829</b>					

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	When will you review implementation?
Increase the % of pupils working at ARE in reading, writing and mathematics.	Continue to employ an extra Learning Mentor to meet the increasing and complex needs of families.	The school is located in a very deprived ward in the city. There are many families with multiple and complex needs and their needs impact directly on the children's well-being. The school provides intense support to a number of families and nurture to a number of pupils so two LM's are necessary.	Monitoring the progress and outcomes for pupils from the families supported.	Mrs H Forrest	Ongoing evaluation of how our school team meets the increasingly complex needs of our families.
	£25,224 Salary costs of LM				
	Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day	Increases attendance and ensures a positive start to the day for children.	Regular meetings with the school attendance officer to ensure that families invited have improved attendance.	Mrs Mackey and Mrs McMahon	End of year
	£1,000				
	Continue to employ an attendance officer to increase attendance of this group of pupils	Attendance for PP pupils is lower than non PP pupils. If they do not attend regularly then they will not learn as much.	Regular meetings with the attendance officer to track actions taken and the impact of those actions	Mrs Carey	End of the year
	£6,000 Salary costs				
	Implement Thrive across the school	EEF toolkit rates it as having a +3 months positive impact. Children who are not emotionally ready to learn will not make effective progress as they will not engage in learning.	Data related to our Thrive specific pupils sent in to LA. Part of the SSIF project in Coventry	Mrs Mackey	Termly
£1000					
	Continue to pay for polish EAL support to cater for the 21% of pupils with Polish as a first language.	A significant proportion of the school are polish speaking some of whom are PP pupils. Having our polish assistant supports parental engagement	Measure impact for pupils through outcomes	Mrs Carlin	Termly
	£7000				
Total budgeted cost £ 40,224					
£145,968 to date					

## Review of expenditure

Previous Academic Year 2017 2018

### Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increase the % of pupils working at ARE in reading, writing and mathematics.	Continue to deliver the Maths No Problem approach to teaching Mathematics	<p>The % of pp pupils reaching the expected standard at the end of KS2 in Mathematics was higher than for Reading or writing with 63% of our PP reaching the expected standard in Mathematics. There were 73% of all Y6 pupils who reached the expected standard in Mathematics which again was higher than for reading or writing. The % of PP pupils achieving greater depth in Mathematics was 5%. Across almost every year group across the rest of the school there was also an increase in the % of pupils achieving ARE</p> <ul style="list-style-type: none"> <li>• Y2 +55%</li> <li>• Y3 +2%</li> <li>• Y4 -8%</li> <li>• Y5 + 35%</li> <li>• Y6 + 63%</li> </ul>	<p>Maths No Problem really supports good reasoning skills but is not as good at developing the calculation skills. Next year we will use Maths No Problem again but will also have a focus on calculation during fluency.</p> <p>Mathematics teaching was strongest in Y5 and 6 where we had two Mathematics specialists. We will ensure they are both used to coach staff who did not have as much success with their data.</p>
	Operate Y6 as two form reducing class size to 22	The two classes improved outcomes across all subject areas on last year.	This will not continue as Y6 have 60 pupils this year.
	Carry out regular learning conversations with class teachers to focus on progress of PP pupils ensuring assessment is used effectively to inform the quality of provision in the classroom	The learning conversations had a positive impact in some year groups and in others it ensured that there was an increase in the % of PP pupils on at ARE from the end of Autumn to the end of the year.	This will continue next year but with more focus and with follow up from a newly appointed AH who will be the pupil premium champion.
	Ensure Early Years uses oracy as a key area in the environment and uses books to lead the curriculum.	60% of our PP pupils achieved a GLD. The biggest area of progress was in reading where data on entry showed 0% working at ARE which rose to 100% by the end of the year. Another significant area was C+L where data on entry for speaking was 25% at ARE rising to 80% by the end of the year.	This approach will continue but will not need funding to the same extent as it is embedding practice.

Targeted support			
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Increase the % of pupils working at ARE in reading, writing and mathematics.	Increase the adult support in Early Years to facilitate early intervention for PP pupils around language and communication	60% of our PP pupils achieved a GLD. The biggest area of progress was in reading where data on entry showed 0% working at ARE which rose to 100% by the end of the year. Another significant area was C+L where data on entry for speaking was 25% at ARE rising to 80% by the end of the year.	The targeted interventions carried out by the extra adult worked. Next year there will also be an extra adult based in Nursery to start interventions earlier.
	Continue to deliver 1:1 Reading Recovery for targeted pupils in Y1	Pupils who received Reading Recovery made accelerated progress.	Reading Recovery will continue next year
	Deliver reading comprehension interventions for pupils not yet working at ARE	TBC	Some classes did not deliver this intervention to the appropriate pupils. This is only suitable for pupils who have the fluency but not the comprehension. The English Leader will screen who receives this intervention this year.
	Deliver specialised English lessons daily to pupils across KS2 working significantly below ARE	This strategy was used for one term to build confidence but did not continue due to staffing issues	Pupils made better progress when they were in class with pupils of a mixed ability. We will not use this strategy again.
	Deliver 1:1 third space Mathematics tuition to targeted pupils throughout the Autumn, Spring and Summer Terms.	TBC	This will continue
	Continue to deliver interventions that have been successful in previous years <ul style="list-style-type: none"> <li>Inference</li> <li>Success@Arithmetic</li> <li>Speech and language</li> </ul>	<ul style="list-style-type: none"> <li>Y5 + 35%</li> <li>Y6 + 63%</li> </ul>	The approach will continue

Other approaches			
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Increase the % of pupils working at ARE in reading, writing and mathematics.	Continue to employ an extra Learning Mentor to meet the increasing and complex needs of families.	A number of families were supported via CAF's. Counselling has been provided for both pupils and parents in school. The LM has supported families to secure accommodation and helped to furnish this through charity applications and donations enabling pupils to live in a safe and secure environment that helps their physical and emotional well-being.	This approach will continue
	Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day	There was an increases in attendance for some of the families who were previously PA pupils.	Continue to run this and invite other families where PA is a concern.
	Continue to employ an attendance officer to increase attendance of this group of pupils	Attendance did not improve overall for Non PP or for PP pupils.	Intervention for pupils whose attendance was causing concern was not swift enough. DH will oversee the attendance next year and will line manage the attendance officer meeting more regularly and checking on procedures.