

Pupil premium strategy statement – St Augustine’s School

School overview

Metric	Data
School name	<i>St Augustine’s Catholic Primary School</i>
Pupils in school	<i>204</i>
Proportion of disadvantaged pupils	<i>35 children = 17%</i>
Pupil premium allocation this academic year	<i>£48,590</i>
Academic year or years covered by statement	<i>2021-22</i>
Publish date	<i>July 2021</i>
Review date	<i>July 2022</i>
Statement authorised by	<i>Mrs Emma Berry</i>
Pupil Premium Lead	<i>Mrs Katie Bladon</i>
Governor Lead	<i>Mrs Jane Gardiner</i>

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	<i>83%</i>
Writing	<i>97%</i>
Maths	<i>81%</i>

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	<i>70%</i>
Achieving high standard at KS2	<i>0%</i>

Expected progress based on the SIMS data entry and their previous targets and attainment as a percentage.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<i>To improve outcomes for vulnerable children across the curriculum (SEND & PP). Developing fluency and independence using metacognitive strategies to support their learning throughout the curriculum. Teachers to specify on ISPs the support that will enable children to make adequate progress across the curriculum.</i>
Priority 2	<i>Subject Leaders to support class teachers with the implementation of Rosenshine in their subject. Completed by undertaking learning walks, book looks and pupil voice that focuses on PP children.</i>
Barriers to learning these priorities address	<i>PP children do not have the same opportunities and aspirations as non-PP children. Vocabulary is an issue for PP children and therefore pre teaching, vocabulary books, Rosenshine’s approach of consolidation will support with this.</i>
Projected spending	<i>£9,844</i>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<i>PP children across the school is in line with the non-PP particularly Y2, Y4 and Y6</i>	<i>July 2021</i>
Progress in Writing	<i>PP children across the school is in line with the non-PP particularly Y1, Y2 and Y6.</i>	<i>July 2021</i>
Progress in Maths	<i>Key Stage one ARE focus</i>	<i>July 2021</i>
Phonics	<i>All 4 Pupil Premium children in Yr1 to pass the Phonics Check at the end of Year 1.</i>	<i>June 2021</i>
Measure	Activity	
Priority 1	<i>Ensure all relevant staff (including new staff) have received paid-for training to deliver the Power Maths scheme effectively. CAST have requested that this be staggered start with Reception, Year 1 and 3 starting in September 2021 with view to all other year groups in September 2022.</i>	
Priority 2	<i>Buy and embed use of Accelerated Reader across KS2 to increase reading for pleasure and triangulation of reading evidence.</i>	
Priority 3	<i>Increase the use of range of technology use within classroom practise, to include Y5 and 6 having access to their own chrome books and use of the VR headsets to support life experiences for PP children. VR headset training for all staff, providing examples of how they can be used to support the driver topics – for example, if the driver topic is the Egyptians, use the VR headsets to visit the pyramids and inside the tombs. These experiences will be planned for as part of the new whole school curriculum and the progression of knowledge. PP Lead to monitor.</i>	
Barriers to learning these priorities address	<i>Ensuring staff use evidence-based whole-class teaching interventions and triangulation of reading evidence. Increased reading for pleasure and development of use of/understanding of vocabulary.</i>	
Projected spending	<i>£16,000</i>	

Targeted academic support for current academic year

Measure	Activity
Priority 1	<i>Gaps in R and M are supported through targeted support both in class and through measureable interventions.</i>
Priority 2	<i>Purchase new NELI language development programme to support with language acquisition and understanding in the Early Years. Training to be provided to Early Years Team, which incorporates entry/exit data. This knowledge will quickly identify children needing specific SaLT referrals.</i>
Priority 3	<i>Training for all staff in use of precision teaching intervention programme to clearly evidence the entry/exit data of interventions, the impact and next steps of support for individuals.</i>
Barriers to learning these priorities address	<i>Any learning gaps are planned for and delivered. Children joining St Augustine's School in Reception are quickly identified for SaLT, a programme of support is delivered and</i>
Projected spending	<i>£9,296</i>

Wider strategies for current academic year

Measure	Activity
Priority 1	<i>Embed the use of two ELSA's and a pastoral HLTA to support children with their SEMH needs and with attendance. Through 1:1 ELSA sessions, small group sessions and Forest School. Tracking of impact used through the Pupil Voice documents and the pre/post teacher assessments.</i>
Priority 2	<i>Children have access to a range of experiences in both core and foundation areas. Priority to be given for after school clubs, music lessons and support given for payments of trips etc.</i>
Priority 3	<i>Continue to develop the relationship between school and PP parents. By offering priority bookings for parent's meetings, Sept 'catch up' sessions to meet the new teacher, offer meet PP Lead sessions once a month for those parents who would like to discuss concerns etc.</i>
Barriers to learning these priorities address	<i>Improving attendance and readiness to learn for the most disadvantaged pupils</i>
Projected spending	<i>£13,450</i>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<i>Ensuring enough time is given over to allow for staff professional development in new maths scheme and Accelerated Reader use.</i>	<i>Use of INSET days, staff meeting time allocation and additional cover being provided by senior leaders</i>
Targeted support	<i>Ensuring enough time is given to entry/exit data, frequent sessions to ensure maximum progress</i>	<i>All classes will have at least one TA to support with interventions. PP Lead to monitor the intervention timetable, children identified and the impact.</i>
Wider strategies	<i>Engaging the families facing most challenges</i>	<i>Working closely with the LA and other local schools on cross-school outreach programme</i>

Review: last year's aims and outcomes

Aim	Outcome
<i>Improve oracy and vocabulary skills of pupils to improve the writing skills of pupils, particularly boys.</i>	<i>Covid-19 Lockdown Jan 2021</i> <i>High quality package of support provided including:</i> - live English, Maths and RE lessons every morning - foundation subjects planned for and pre-recorded inputs delivered via Google classroom. - prior to lockdown, staff spent time with children accessing Google classrooms and allowing them to become familiar with the platform. Homework was also set through Google Classroom.

	<p>-Virtual Parents evenings via Google Classroom, to support parents with the technology.</p> <p>March Mid-Year Review New Planning format in English to include a SPaG element within the consolidation sessions from Y1-6, evident within in English books during book looks. October 2020 – Phonics based INSET training provided for EYFS/KS1 staff and SPaG training for KS2 teachers – progression and expectations. SPaG lead – developed a progression of skills and long term planning for spelling.</p> <p>End of Year Review Books have been sourced to support the new long term planning and the topics to ensure children have the opportunity to read a range of texts and have them read to them. These texts include authors from a range of backgrounds, BAME and LGBT. NELI programme is being purchased to support the early language development providing a secure foundation in learning. As part of the Whole Curriculum development vocabulary has been explored to show progression across the school and this will be consolidated each year to fully embed the child's understanding and use. PP children will be pre-taught vocabulary when required.</p>
<p>Improve the ability of pupils to express their mathematical verbal reasoning so that a higher percentage achieve GD at the end of the academic year</p>	<p>March Mid-Year Review Autumn Term Training in Rosenshine's Principles of Theory and embedding this within our current practice. Book Look for PP children undertaken by Maths Lead with a focus on expectations and experiences of children. Spring Term INSET training – Feb 2021</p> <ul style="list-style-type: none"> - Rosenshine's Principles of Instruction – subject leaders and implementing this within the foundation subjects. - Greater depth and Mastery training - Jeremy Side (Private EP) Cognitive Load Theory training. <p>End of Year Review See Appendix A for data headlines</p>
<p>Develop home-school relationships so that parents are fully informed about how they can support their child with learning</p> <p>Parental engagement is strong and effective relationships and communication is established. Pupils make better progress as their parents are better informed about their child's needs and how they are supported in school</p>	<p>March Mid-Year Review During Autumn Term, DHT contacted all PP parents were contacted to ensure they were aware of PP lead within school. Discussed progress, attendance, use of Google classroom and any further support needed (ICT based or otherwise) All children that required laptops were provided with one. Teachers met individually with parents to support further and discuss intervention/support in place. During Lockdown, staff contacted parents, with children who were not engaging, daily to ensure they felt supported to access the live lessons. Some children were invited into school to support with this. Parents Evening – April 2021 All PP parents were personally contacted to arrange a parents evening meeting, to ensure parents could attend.</p> <p>On entry in Autumn Term, children from y1-y6 were assessed using the previous year groups PIRA/PUMA tests. Gaps were identified. PP children needing targeted support in English and Maths were identified and supported by an additional teacher in the afternoons. The tests were retaken in Dec 2020 to provide evidence of progress. Data shows children made good progress in these areas. Autumn Term Catch up analysis:</p> <ul style="list-style-type: none"> • 13/35 (37%) PP children received targeted support in Reading – all children have made expected or above expected progress.

Ensure good practice in meeting the needs of all pupils eligible for PP is focused and consistently monitored and maintained across the school

- 12/35 (34%) PP children received targeted support in Maths – all children have made expected or above expected progress.

After Lockdown, further children were identified for this support which commenced on return in March.

End of Year Review

Spring to Summer Catch Up and Impact

Year Group	Reading	Maths
2	ARE reading – 1 child	ARE Maths – 2 children +33 points progress +25 points progress GD Maths – 1 child +24 points progress
3	ARE reading – 1 child +40 points progress	ARE Maths – 1 child +35 points
4	ARE reading – 1 child +20 points progress	ARE Maths – 2 children +16 points progress = points progress
5	ARE reading – 2 child +14 points progress +18 points progress	ARE Maths – 7 children +17 points progress +29 points progress +33 points progress +16 points progress +37 points progress +16 points progress +11 points progress = points progress

School staff worked tirelessly to engage parents in their child's learning particularly during the Lockdown:

- PP parents were given priority parents evening slots prior to all other children personal phone calls home rather than via Parent Mail
- Chrome books delivered to homes within 2 weeks when necessary
- Daily phone calls home if children had not engaged, support given in accessing the online lessons
- Packed Lunches were delivered to PP homes who were isolating each day.

With this level of support, some parents have supported their children with engaging with school work. But there is still a small proportion that we continue to struggle to engage with. These children will be discussed at transition meetings to ensure that the 2021-22 teachers can continue with encouraging these families to engage.

Parent Voice conducted – June 2021, comments include:

How did you find the live lessons during Lockdown 2021?

"live lessons were fully engaging and interactive"

How were you and your family supported during Lockdown?

"massively especially when we had to self-isolate even having school meals to us as we were in temporary accommodation"

"food vouchers, 2 chrome books, accepted two of my children into school during the Lockdown"

"The teachers adapted things for my child"

"They provided us with a laptop, 1:1 sessions and time to chat if we needed to"

"School were very good with regular phone calls"

	<p>What have the school done to support you and your family since lockdown? <i>"I think that the staff from the head teacher down to the office staff and cleaners have been the unsung heroes throughout the entire pandemic... the support and advice that's been on offer is huge and I cannot be more grateful"</i> <i>"regular phone calls and pastoral support"</i> <i>"They have been in contact regularly to see if we need anything else, Child A has had additional 1:1 sessions since being back in school."</i> <i>"Adequately. They did as much as they could to support us. We managed to get together enough equipment and the food vouchers really helped"</i></p> <p>How has this affected your child's learning? <i>"it's helped them stay positive and continue their education at a really important time for them"</i> <i>"given child more confidence to approach an adult if she doesn't understand something"</i> <i>"The first year my child really struggled... the second lockdown was much better"</i></p> <p>Do you have any further comments for Mrs Bladon? <i>"I am so grateful for everything you have done for the children and for me"</i></p>
<p>Improved emotional well-being for pupils – developing and improved attitudes to learning, specifically resilience and perseverance (entry/exit questionnaires, CPOMS monitoring of behaviour incidents)</p>	<p>March Mid-Year Review All families have been provided with uniform vouchers alongside the additional voucher scheme for supermarkets. Autumn Term – Forest school offered to Yr1 and will continue in Summer Term. New behaviour policy was written in Sept 2020 which allows time or reflection as soon incident happens and parents are given copies of the children's own reflection alongside the explanatory letter. Unfortunately, due to Covid-19 restrictions the ELSA training was postponed by County twice. It is now due to commence in the summer term. One member of staff is currently being trained in supporting mental wellbeing in schools and another trained as a mental health first aider.</p> <p>End of Year Review ELSA training has been completed by two Teaching Assistants, while a Teacher has been supported to complete the Trauma in Schools course. Next year, this support will be fully embedded from September with children identified within the PPR meetings in Summer 2. This will consist of group forest school sessions, group ELSA sessions or bespoke 1:1 sessions.</p> <p><u>Breakdown of red card letters for the academic year:</u> 14 red cards have been issued to Pupil Premium children across the year.</p> <p><u>Pupil Voice, comments include:</u></p> <ol style="list-style-type: none"> How did you find the online live lessons this year during the lockdown? What went well? <i>"you got to see everyone."</i> <i>"Seeing friends"</i> <i>"I could ask and answer questions if I needed to"</i> <i>"I liked seeing my teachers still"</i> How did staff help you with your online learning? <i>"My adult used a whiteboard to show me how to do it and I was given a chrome book."</i>

	<p><i>"My teachers were able to go on a separate google classroom to help me with doing my fractions, 1:1."</i></p> <p><i>"I was given a chrome book to use at home... the adults drew good diagrams to help with maths."</i></p> <p>3. What have your teachers done to support you with your learning since lockdown and how has this impacted on your learning?</p> <p><i>"Miss Smith works with me in maths. Mr Trevett has done writing conferencing"</i></p> <p><i>"Extra help with maths in class and writing conferencing."</i></p> <p><i>"Helped me write neater and do more in maths and English."</i></p> <p><i>"I really like writing conferencing"</i></p> <p>4. What do you want to do when you are older?</p> <p><i>"Scaffolder"</i></p> <p><i>"Be a successful you tuber"</i></p> <p><i>"Demolition man"</i></p> <p><i>"To be a vet"</i></p>
<p><i>Increased attendance rates to at least meet that of the national PP average (termly monitoring of SIMs, CPOMS, monthly meetings with IM and office staff)</i></p>	<p>March Mid-Year Review</p> <p><i>Attendance has been closely monitored. Office staff have worked alongside SLT to monitor the attendance, phone calls home and reported via CPOMS.</i></p> <p><i>During Lockdown, children at home who didn't engage, contacted by staff daily,</i></p> <p>End of Year Review</p> <p><i>Attendance meetings have taken place this term to identify children who are of concern. Letters have been sent and conversations with PP Lead. One child is currently being supported by the Early Help Team with engagement in school.</i></p> <p>2019/20 overall PP attendance: 87.3%</p> <p>2019/20 overall non-PP attendance: 91.2%</p> <p>2020/21 overall PP attendance: 91.7%</p> <p>2020/21 overall non- PP attendance: 97%</p> <p>Attendance data shows that the overall PP attendance is improving but is not yet in line with non-PP children. This is an area that has been included within the SIP.</p>
<p><i>Children will have opportunities to explore the foundation subjects through a range of experiences and develop their understanding of the world.</i></p>	<p>End of Year Review</p> <p><i>A member of SLT has planned sessions to inspire children with job opportunities by inviting previous PP children back to school to discuss where they are now, other occupations such as hair dressers, police, pilots etc. This has been delivered in Yrs 4,5 and 6.</i></p> <p><i>The new whole school curriculum encompasses how staff will include aspirational jobs within their driver topics.</i></p> <p><i>The subject leaders have explored a variety of people and visits that children can</i></p> <p><i>Texts have been purchased to enhance the topic area and develop their vocabulary and understanding in foundation subjects.</i></p> <p><i>ICT equipment (ten new VR headsets) have been purchased to give children opportunities to explore other countries and to meet historical figures. Training for the use of this will be in September.</i></p>

Appendix A: Data Headlines for PP/Non-PP

Reception

<u>PP = 5</u> <u>SEND = 2</u>	Reading	Writing	Maths	Next Focus...
ARE+	70%	70%	80%	ARE writing
GDS	10%	7%	17%	
PP ARE+	60%	40%	60%	
PP GDS	0%	0%	0%	

Year 1

<u>PP = 2</u> <u>SEND = 6</u>	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	78%	70%	78%	70%	ARE – R,W,M
GDS	22%	11%	22%	11%	
PP ARE+	50%	0%	50%	0%	
PP GDS	0%	0%	0%	0%	

Year 2

<u>PP = 3</u> <u>SEND = 9</u>	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	72%	76%	80%	68%	GD – R,W,M
GDS	24%	20%	28%	16%	
PP ARE+	100%	100%	100%	100%	
PP GDS	0%	0%	0%	0%	

Year 3

<u>PP = 3</u> <u>SEND = 6</u>	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	77%	77%	73%	73%	ARE R,W
GDS	27%	10%	17%	10%	
PP ARE+	67%	67%	67%	67%	
PP GDS	33%	0%	0%	0%	

Year 4

<u>PP = 2</u> <u>SEND = 5</u>	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	77%	73%	80%	70%	ARE writing
GDS	30%	23%	27%	20%	
PP ARE+	100%	50%	100%	50%	
PP GDS	0%	0%	0%	0%	

Year 5

<u>PP = 10</u> <u>SEND =</u>	Reading	Writing	Maths	RWM comb	Next Focus...
ARE+	81%	81%	84%	80%	ARE R,W and M
GDS	27%	19%	19%	13%	
PP ARE+	60%	60%	70%	60%	
PP GDS	10%	10%	10%	10%	

Year 6

<u>PP = 10</u> <u>SEND = 11</u>	Reading	Writing	SpaG	Maths	RWM comb	Next Focus...
ARE+	83%	80%	80%	80%	73%	GD in all areas
GDS	43%	27%	37%	27%	10%	
PP ARE+	80%	80%	70%	70%	70%	
PP GDS	40%	0%	20%	0%	0%	