Pupil premium strategy / self-evaluation (primary) 29.9.20 VERSION 2

1. Summary information NB THIS IS A 3 YEAR PLAN SEPTEMBER 2019 – JULY 2022 THIS REVIEWS YEAR 2					
School	St Augustine's Catholic Primary School Weymouth				
Academic Year	2020-21	**Total PP budget**	£46,980	**Date of most recent PP Review**	11.20
Total number of pupils	210	**Number of pupils eligible for PP**	29	**Date for next internal review of this strategy**	7.21

2. Current attainment – NB this is TEACHER ASSESSED <u>end of KS2 data</u> as SATs did not take place during 2020		
Context: 6 pupils eligible for PP out of cohort of 29 – 3 of whom are on the SEND register	*Pupils eligible for PP (our school)*	*Pupils not eligible for PP (our school – as national figures unavailable due to Covid19)*
% achieving expected standard or above in reading, writing & maths	**67%**	*87%*
% making expected progress in reading (as measured in the school)	**100%**	87%
% making expected progress in writing (as measured in the school)	**67%**	87%
% making expected progress in mathematics (as measured in the school)	**67%**	87%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Oracy/vocabulary skills are lower upon entering school and within KS1 which persist and impact upon reading/writing development as well as ability to tackle
B.	The lack of parental engagement with children's learning
C.	Some children eligible for PP have emotional barriers to their learning
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Attendances rates for pupils eligible for PP for 2019-20 have improved slightly but this is something that we continue to monitor this year.

4. **Intended outcomes** *(specific outcomes and how they will be measured)*		**Success criteria**
A.	Improve oracy and vocabulary skills of pupils to improve the writing skills of pupils, particularly boys.	Whole school high quality staff training – effective questioning and discussion techniques

B.	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	Pupils are able to articulate their reasoning skills and demonstrate these confidently
C.	Develop home-school relationships so that parents are fully informed about how they can support their child with learning	Provide clarity of the roles and responsibilities of PP provision in the school
D.	Improved emotional well-being for pupils – developing and improved attitudes to learning, specifically resilience and perseverance (Thrive entry/exit questionnaires, CPOMS monitoring of behaviour incidents)	Entry-exit surveys after 12 weeks Monthly update meetings with Thrive practitioner and Inclusion Manager Exit reports to parents, class teachers
E.	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)	Close communication between office staff and SLT to monitor pupils and follow up quickly on absences. Effective first day response provision and

5. Review of expenditure

Previous Academic Year	**2019-20**			
i. Quality of teaching for all				
Action	**Intended outcome**	**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)	**Cost**
Improve oracy and vocabulary skills of pupils to improve the writing skills of pupils, particularly boys	Children use a wider range of vocabulary and attainment is improved in writing, especially boys	**Medium impact - Whole school high quality staff training** – effective questioning and discussion techniques - this took place in the Autumn term led by English lead. Impact has been mixed due to Covid19 interruption and staff absences. Further training of staff will be required (new teachers starting in September 2020). **Medium impact - On-going monitoring** by subject leaders and IL has been mixed. Monitoring found that more able PP readers are the only ones explicitly using the vocabulary they encounter in their own writing (ie not transferring). Attainment of PP pupils at the	School purchased Storytime Phonics and started to implement during the Autumn term. This has had a positive impact on phonics attainment but requires a longer period of time to bed in and progress will be re-evaluated by the English lead in 2020-21 academic year. On-going monitoring has shown that we need to make connections clearer for pupils between reading and writing, so that they can use the vocabulary they have identified and discussed in reading sessions in their own writing. This will be a focus for 2020-21 across the curriculum, which has been reviewed during this academic year.	£17,000

		expected standard or above stands at 58% (for reading, 69%) **Purchase of Early Language Programme** We decided not to purchase the early language programme after liaising with our main pre-school provider, who is already using it to positive effect - the school's new intake for Reception class in 2020-21 do not have any identified communication needs requiring SALT referrals as a result of participating in the programme at pre-school.		
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	Higher percentage of PP pupils achieve GD in Maths at the end of the academic year	**Medium impact** - End of KS2 (Year 6) TA data shows that 67% achieved the expected level for Mathematics and that 50% of these were at GDS level. Across all 36 PP pupils, four achieved GDS in Maths equating to 11%, with 64% of all PP pupils attaining the expected standard or above. Reasoning is not something which can be learnt 'online' so this has been an area of concern during the Covid19 period.	Monitoring has identified a number of PP pupils who have the potential to get to GDS in Maths. Reasoning will be a focus for all pupils but especially this group in 2020-21. In addition, we will focus on specific interventions to bridge the identified gaps of those PP pupils especially those in Years 5 and 6 in 2020/2021 to move them on from WTS to ARE.	£18,000
Develop home-school relationships so that parents are fully informed about how they can support their child with learning	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	**High impact - Provide clarity of the roles and responsibilities of PP provision in the school.** Parents are aware of the provision put in place to support their child. This has been achieved. **High impact - Establish and maintain regular contact between PP lead and parents.** This has been successfully maintained throughout the year. Covid19 actually strengthened and improved the relationships between staff and parents of PP children. Staff (including all SLT members) have been in regular contact to offer support and provide additional resources including the loan of chromebooks to those PP children who do not have access to suitable IT hardware to do their school online learning. **Medium impact - Parental audit to establish what they would find helpful regarding their child's learning at home/ school.** A formal audit was planned for the Spring term parent meeting but due to Covid19 did not take place. However, as mentioned above, regular contact with parents meant that they received	It is important that parents know there is a member of staff advocating for their child in school. This will continue with the Deputy Head taking over this responsibility with the retirement of the post-holder. It will be important to maintain regular contact with parents; PP mentors have been established for Autumn 2020 to develop this further. A coffee morning style of approach was planned but was not able to take place due to Covid19. This should be considered for the Autumn term (depending upon restrictions etc) to take advantage of the relationships developed during the lockdown period.	£1500

		the assistance they needed to help their child with online learning.		
ii. Targeted support				
Action	**Intended outcome**	**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)	**Cost**
Provide emotional well being support through Thrive and Forest School	Children are able to identify, discuss and manage their emotions. Fewer red cards for behaviour. Children transfer improved resilience and perseverance into the classroom	**High impact** - Thrive emotional support was provided for six PP children this year. This has been extremely successful. Feedback reports from staff and the Thrive practitioner indicate that the children have all improved from their original starting points. Only four red cards (relating to three children) were issued for PP children during the academic year 2019-20 up until March 2020. Two of these children have received Thrive support and have improved their ability to self-regulate with no re-occurrence of any difficulty. The third child had been identified for Thrive support, but unfortunately Covid19 meant that this could not take place. This child has been placed on a high priority list for ELSA support in the Autumn term 2020. During Covid19 lockdown, resources and advice was given to these parents around behaviour management, anxiety and self-regulation. Forest School sessions were scaled back to an after-school club during the Autumn term due to lack of staffing. We set up lunchtime sports clubs and have an extensive range of after school clubs.	The school's Thrive subscription has come to an end, and the school has decided to adopt the ELSA emotional support for pupils, with training for identified staff due to take place early in Autumn 2020 (depending upon restrictions). A list of vulnerable PP pupils has already been produced. It will remain important for the school to maintain regular contact with those parents who have had concerns about their child's behaviours during the Covid19 lockdown and ensure these children receive ELSA support as a priority. 16/36 PP pupils attended lunchtime and after school clubs. We remain committed to offering these pupils places at the clubs. Several of these children have gone on to participate in externally run clubs as a direct result of attending in-school clubs.	£7,500
Close monitoring of attendance including those who are persistently absent (ie those with ,90%)	Attendance rates for PP pupils is at the same level for non-PP pupils	**Medium/High Impact** - Attendance has improved on last year slightly (up from 93.1 to 93.2% but still below national primary figure of 95.7%). Regular monitoring and formal attendance meetings with parents have resulted in an improvement in attendance for 75% of those identified with less than 95% in the Autumn term.	Tight monitoring and checking in with parents has had a positive impact on attendance. The overall percentage is skewed by one child with very poor attendance; this matter is being dealt with by the Dorset County Attendance team and a prosecution is pending. Our model of close monitoring will continue.	£1000
iii. Other approaches				
Action	**Intended outcome**	**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)	**Cost**

Provide an offer to all parents of eligible pupils consisting of £35 uniform voucher Free milk for children in KS1 25% subsidy on the cost of residential trips 50% subsidy on musical instrument private lessons that take place in school	Increased well being through an enhanced sense of belonging	**High Impact** - Offer to parents of all eligible pupils including uniform vouchers (75% take up) free milk for ch in KS1 (87.5% take up), 25% subsidy on the cost of residential trips (zero take up – see notes right) ; 50% subsidy of musical instrument lessons taking place in school at KS2 (14% of eligible PP take up ie 4 children out of 28).	We will continue to offer support as detailed. Feedback from parents is appreciative. Subsidy for residential trips has not occurred this year due to Covid19, so planned residential trips to Minstead and London did not take place (affecting 15 PP pupils in total).	£980
Maintain the existing PP lead in the school (part of the Inclusion Leader's role)	Ensure good practice in meeting the needs of all pupils eligible for PP is focused and consistently monitored and maintained across the school	**Medium/High Impact** - Meeting the needs of PP children has had a high profile this year, with a weekly focus at staff meetings (teachers and teaching assistants) on how we can best meet the needs of our most disadvantaged children (including SEND and EAL). As a result staff are acutely aware of the need to maintain a focus on the progress of PP children.	The number of children entitled to the PP premium has increased by nine this academic year from 27 to 36.We plan to maintain an SLT member having responsibility for PP provision, alongside other members of staff who will act as PP mentors – keeping in regular contact with parents and maintaining good relationships with PP children across the school.	£4500

6. Planned expenditure

Academic year	2020-21 YEAR 2 OF THE 3 YEAR PLAN - new provisional budget of £38,865

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve oracy and vocabulary skills of pupils	Children use a wider range of vocabulary and attainment is improved in writing	Comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. This will take place through targeted reading aloud and book discussion with young children, using structured questioning to develop reading comprehension, and the use of purposeful, curriculum-focused dialogue and interaction. On-going monitoring has shown that we need to make connections clearer for pupils between reading and writing, so that they can use the vocabulary they have identified and discussed in reading sessions in their own writing. This will be a focus for 2020-21 explicitly extending pupils' spoken vocabulary across the curriculum. In addition, feedback from staff parents and pupils has revealed a picture of varied engagement with home learning during the Covid19 partial closure.	• Whole school high quality staff training - effective questioning and discussion techniques • On-going monitoring by subject leaders and IL – lesson drop ins Termly pupil voice - talking to pupils with their books. • Early identification of those pupils whose lack of engagement with home learning during Covid19 lockdown has resulted in gaps; put into place prompt interventions to meet those gaps	JE/KB	Half termly https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/#recommendation-1 Subject Lead release time Subject Lead training £5000

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	Higher percentage of PP pupils achieve GD in Maths at the end of the academic year	Research has established that a variety of general cognitive skills are necessary for mathematical success, such as working memory, inhibitory control and shifting skills (Cragg & Gilmore 2014). More recently it has been suggested that logical reasoning skills are an important aspect of good mathematical reasoning abilities.	• Programme of regular staff training • Shared moderation of Maths books • Teacher planning • Pupil voice • Subject lead/HT lesson drop ins	LG/EB	Termly Subject Lead release time Subject Lead training and professional development £5,000
				Total budgeted cost	£10,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide emotional well being support through ELSA and Forest School	Children are able to identify, discuss and manage their emotions. Reduced red cards for behaviour. Children transfer improved resilience and perseverance into the classroom.	Pupils who are fearful or anxious cannot make the most of learning. Emotional support enables these children to manage their emotions and be able to learn better in class. Evidence from EEF suggests participation in outdoor and adventurous activities leads to improved resilience and perseverance which is then transferred into academic learning. Varied engagement during the Covid crisis has widened the gap both academically and emotionally (despite 77% of PPG pupils being in school over lockdown period).	• Early identification of those pupils whose engagement with home learning has resulted in gaps • Entry-exit surveys after provision of intervention • Monthly update meetings with ELSA practitioners and Inclusion lead • Monitoring of Forest School – drop ins, pupil voice	KB	Termly ELSA training x 2 staff ELSA sessional cost Forest School staff costs £4000
Parental engagement is a high priority within the school and relationships built between staff and parents.	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	Provide clarity of the roles and responsibilities of PP provision in the school. Establish and maintain regular contact between PP lead/teachers and parents. Parental audit to establish what they would find helpful regarding their child's learning at home/ school.	• KB to make contact with parents Autumn 1 to develop relationships, discuss support required, attendance etc. • Teachers have virtual meetings at least termly with PP children to discuss support. • Identify areas parents would like support and provide training virtually for this.	KB	£7000

Close monitoring of attendance including those who are persistently absent (ie <90%) Linked to Parental Engagement	Attendances rates for PP pupils is at the same level for non-PP pupils in the school	Evidence from NFER, EEF and Ofsted all indicate that monitoring and addressing attendance issues is key to improving the time children are in school and learning, thereby impacting directly upon attainment and progress.	• Close communication between office staff and SLT to monitor pupils and follow up quickly on absences. • Effective first day response provision and processes have been established. • Attendance panel meetings with parents	EB/KB	Termly IL release time Office staff time £2,000
				Total budgeted cost	£13,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide an offer to all parents of eligible pupils consisting of £35 uniform voucher Free milk for children in KS1 25% subsidy on the cost of residential trips 50% subsidy on musical instrument private lessons that take place in school	Increased well being through an enhanced sense of belonging	Having children wear uniform breaks down social barriers. Being able to participate in all trips, but particularly residential trips, allows children to strengthen peer relationships, develop team work skills and allow them to experience new activities they may not otherwise have experienced.	• Regular checks with office staff to ensure all eligible families collect their vouchers and have received the school offer via Parentmail. • Contact those parents who have not taken up the offer and remind them that it is available to them if they wish, (being cognisant that not all parents may want to, and that is their choice)	KB	Termly Office staff time Uniform vouchers £35 x 30 = £1050 Free milk @ £8.50 6 ch = £51 Residential trip costings for eligible children in Years 4 and 6 Minstead = £120 discount London = £500 discount Music tuition discount £300 £2,021

Maintain the existing PP lead in the school (part of the Inclusion Leader's role)	Ensure good practice in meeting the needs of all pupils eligible for PP is focused and consistently monitored and maintained across the school	Dr John Dunford was employed by the DfE to monitor the use of PP funds to improve outcomes. We follow his recommendations based upon his findings taken from schools who are most successful in the use of PP funding The number of children entitled to the PP premium has increased by nine this academic year from 27 to 36.	• Collect, analyse and use data relating to individual pupils and groups • Maintain a continual focus on the quality of teaching • Identify main barriers to learning for PP-eligible pupils • Frequent monitoring of the progress of every PP-eligible pupil • When a pupil's progress slows, interventions are put in place rapidly • Inclusion Leader to engage parents and carers in the education and progress of their child through regular and specific contact • Use evidence (especially the Education Endowment Foundation Toolkit) to decide on which strategies are likely to be most effective in overcoming the barriers to learning	KB	Termly £13,844 IL release time includes Monitoring Staff training - PP mentors Meeting with parents – audit of views
				Total budgeted cost	**£15,865**

7. Additional detail

Pupil premium numbers have increased from 27 in September 2019 to 32 as at September 2020. This equates to 16% of the school population, which is just under the national figure for primary schools (as at 25 June 2020) of 17.7.%. We are awaiting 3 new children's applications to be processed.

6 out of the 32 pupils (19%) are also on the school's SEND register as they have additional needs.

Pupil premium attainment data for 2019-20 is as follows:

Working at expected level or above in Reading = 69% of whom 8% are working at GDS

Working at expected level or above in Writing = 58% of whom 14% are working at GDS

Working at expected level or above in Maths = 64% of whom 11% are working at GDS