



Pupil Premium Strategy statement

1. Summary Information					
School	St Augustine of Canterbury RC Primary School				
Academic Year	2017-18	Total Pupil Premium Budget	£86,060	Date of most recent PPG Review	November 2017
Total number of Pupils	212	Number of pupils eligible for PPG	54 (25%)	Date for next internal review of strategy	June 2018

2. Current attainment – Key Stage 2 (2016-17)		
	<i>Pupils eligible for PPG in school (14 pupils in July 2017)</i>	<i>National figures for non-PPG pupils</i>
% achieving expected standard or above in Reading, Writing and Maths combined	43%	67%
% achieving expected standard or above in Reading	50%	77%
% achieving expected standard or above in Writing	64%	81%
% achieving expected standard or above in Mathematics	57%	80%

3. Barriers to future attainment (for pupils eligible for PPG)	
In-school barriers	
A.	Reading opportunities and access to language rich texts
B.	Language skills
C.	Social and emotional development; anxiety and lack of resilience
D.	Inactivity both in and out of school combined with school/building limitations reduce opportunities
External barriers	
E.	Attendance and punctuality of identified PPG pupils result in missed learning opportunities
F.	Home issues, including separation, bereavement or external agency support requirements

4. Actions		
Actions and Desired Outcomes		Success Criteria:
A.	<ul style="list-style-type: none"> School Improvement Priority to develop the use of reading for purpose and pleasure across school. Continued use of Fabulous Book Awards in Upper KS2 Reading for enjoyment opportunities to be planned and engaged with by identified pupils (reading competitions, Children’s University – library schemes/awards, Readathon across school, Bedtime Story events, reading around the campfire) Paired reading opportunities between classes and identified individuals Continued use of IDL for identified pupils to increase fluency and confidence 	<ul style="list-style-type: none"> ✓ Increased enjoyment of reading and increased reading participation ✓ Improved reading attainment and progress of PPG pupils ✓ Monitoring tasks indicate reading standards to be improving ✓ IDL progress indicates improved reading skills
B.	<ul style="list-style-type: none"> Speech and Language interventions to be used for identified pupils Wellcomm assessments to be established throughout EYFS and Year 1 with identified pupils assessed in other year groups Provision Mapping to be embedded to monitor impact of language interventions Language opportunities embedded in quality first teaching and opportunities in and out of class Use of Children’s University to signpost to out of school learning opportunities to enable children to develop wider language skills Language interventions used as Early Intervention (EYFS/KS1) e.g. Time to Talk, Wellcomm 	<ul style="list-style-type: none"> ✓ Provision mapping indicates positive impact of interventions for language (SpLT) ✓ Improved language skills of all pupils with increased language development opportunities ✓ Increased out of school learning opportunities ✓ Language development evident throughout curriculum.
C.	<ul style="list-style-type: none"> Use of trained and targeted support (Behaviour Mentor, Caritas Social Worker, TAs) to identify and address needs Children to develop confidence and independence in addressing issues arising Access to group work, such as Relax Kids and Little Stars to improve resilience, reduce anxiety and enable children to improve their self-esteem Increased staff awareness of strategies to reduce anxiety and improve pupil wellbeing as well as identifying pupils for whom this is a barrier Use of interventions, planned (Drawing and Talking) and bespoke nurture support to improve social and emotional wellbeing Structured and active time outside of curriculum learning to improve wellbeing (lunchtimes, playtimes) 	<ul style="list-style-type: none"> ✓ Evidence of improved emotional wellbeing ✓ Increased staff awareness of strategies to support pupils and referral to appropriate intervention and support ✓ Improved behaviour and reduced incidents at playtimes and lunchtimes ✓ Active learning further developed across school ✓ Embedded interventions to reduce barriers
D.	<ul style="list-style-type: none"> Development and use of Sports Lead through school to support pupils with fine and gross motor skills linked to core curriculum Lunchtimes and playtimes organised to encourage increased activity and participation in active games Active learning across core curriculum further developed through quality first teaching as well as targeted interventions. 	<ul style="list-style-type: none"> ✓ Increased activity both during lessons and in out of lesson times ✓ Improved behaviour at playtimes and lunchtimes ✓ Increased participation and enjoyment of extra-curricular opportunities

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	<ul style="list-style-type: none"> • Further opportunities to improving wellbeing (physical and emotional) to be explored and embedded • Extra-curricular opportunities to be extended and further developed; monitoring of participation by PPG pupils to be embedded 	<ul style="list-style-type: none"> ✓ Monitoring of PPG pupils in out-of-school learning/activities to be improved
E.	<ul style="list-style-type: none"> • Attendance and punctuality closely monitored daily, weekly and through formal reviews • Attendance procedures to be rigorous and robust; issues arising to be challenged and monitored closely • Referrals to PAST to support families and improve attendance • Pupil and Family Support Lead to work closely with Attendance lead to identify patterns within school and cohorts • CPOMS used to monitor attendance and any incidents contributing towards poor attendance analysed and addressed 	<ul style="list-style-type: none"> ✓ Attendance of PPG pupils improving and gap between PPG and non-PPG to close ✓ Reduced persistent absenteeism ✓ Evidence of improved attendance following support from PFSL or PAST Officer
F.	<ul style="list-style-type: none"> • Further use of Solihull Approach throughout school as well as Solihull Parenting group to continue to be offered with participation by identified families monitored • Drawing and Talking therapy to be further developed with more staff and increased pupil participation for issues arising or identified issues which may need support • Use of Caritas Social Worker to offer planned 1:1 and group work for identified needs • Pupil and Family Support Lead to offer bespoke support for pupils and families experiencing significant difficulties outside school • Signposting for further support including Early Action and Wellbeing support service, Food Bank referrals and use of CAFs and TAFs to address particular needs 	<ul style="list-style-type: none"> ✓ Parental feedback from Solihull Approach Parenting group ✓ Drawing and Talking therapy monitored and evidence of impact ✓ Interventions/support closely monitored and evidence of impact

5. Planned Expenditure – Spending Plan					
Academic Year		2017-18			
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.					
i. Quality of teaching for all					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
Children to be confident in reading for purpose and pleasure	<ul style="list-style-type: none"> Fantastic Book Awards Reading events throughout the year 	Standards in reading are below national average at the end of KS2 and this is alongside a decline in pupils' engagement with and enjoyment of reading. Progress of PPG pupils in reading is below that of progress in writing and maths.	<ul style="list-style-type: none"> Subject leader awareness and overview Pupil progress reviews every half term with PPG analysis and targeted support Monitoring and evaluation tasks to focus on PPG pupils in each class Pupil, parent and staff voice to monitor engagement and success. 	Mrs. E. Platt	June 2018 (Half termly through SLT review and Standards and Curriculum Governing Committee)
Improved language development, including earlier identification of pupils with language needs	<ul style="list-style-type: none"> Time to Talk groups (EYFS/Y1) Socially Speaking (Y2/KS2) 	Children enter school with language skills below those typical of their age (Baseline assessments alongside Wellcomm assessments). Language identified as an issue for some pupils who are not attaining in line with Year Group Expectations.	<ul style="list-style-type: none"> Provision mapping app will be used to assess/review interventions Monitoring tasks linked to language groups Pupil progress reviews Supervision (Half termly) SLT review at least half termly 	Mrs. C. Haworth	April 2018 (Half termly at pupil progress reviews)
Improve children's access to active learning and improve physical wellbeing as well as emotional and mental wellbeing	<ul style="list-style-type: none"> Active Maths and Phonics PE and Sports Lead on interventions 	LSIP and Health LSIP identify the school in an area of need; pupil interviews and feedback indicate many of our PPG pupils do not participate in out of school activities and are not getting the recommended amount of daily exercise. Limited school space has an impact on activity at playtime and lunchtime	<ul style="list-style-type: none"> Monitor extra-curricular learning each term and access by PPG pupils Review activity and exercise levels Monitor Children's University for PPG pupils Review of all PE and Sports Provision 	Miss. A. Nuttall and Mrs. H. Webb	April 2018 (Termly through SLT review)
Total Budgeted Cost					£28, 400
ii. Targeted Support					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
Comprehensive use of interventions alongside rigorous systems of monitoring provision to close gaps between PPG and non-PPG pupils	<ul style="list-style-type: none"> Every Child Counts interventions (Y1-Y4) Bespoke interventions Letterjoin IDL 	All data returns (LSIP, ASP, IDSR) and internal data indicate that whilst the gap is closing between PPG and non-PPG pupils, there are still some gaps between pupils; earlier identification has enabled staff to understand pupils' needs and plan interventions to address gaps.	<ul style="list-style-type: none"> Provision mapping app will be used to assess/review interventions Monitoring tasks linked to interventions Pupil progress reviews Supervision with SLT (Half termly) Supervision with SENDCo termly SLT review at least half termly 	Mrs. S. Colbeck and Miss. A. Nuttall	July 2018 (Half termly at pupil progress reviews)

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	<ul style="list-style-type: none"> • Mathletics 				
Use of wellbeing strategies to improve resilience, confidence and overall mental health	<ul style="list-style-type: none"> • Caritas Social Worker (1:1 and groups) • Drawing and Talking therapy • Solihull Approach • Trauma and Attachment sensitive strategies and interventions • Behaviour Mentor work • Counselling for identified pupils 	Improved staff awareness of issues which impact on children's mental and emotional wellbeing (Solihull Approach training, Complex Early Trauma and Attachment training, Behaviour Mentor work) has resulted in increased identification of barriers to learning and subsequently children accessing support (internally and externally) has increased from 6% (2014/15) to 27% (2016/17).	<ul style="list-style-type: none"> • Half termly SLT/Safeguarding review • Supervision • Caritas worker termly reports • Pupil feedback linked to progress monitoring every half term • Staff feedback • Weekly/fortnightly reviews between Pupil and Family Support Lead and Caritas worker • Weekly wellbeing meetings • Provision mapping app to be used to assess/review interventions 	Mrs. S. Colbeck and Mrs. H. Webb	May 2018 (Half termly through pupil progress reviews)
Attendance strategies to be developed and embedded which address issues early and promptly so attendance does not become a barrier to learning	<ul style="list-style-type: none"> • Pupil and Family Support Lead monitoring • Regular attendance reporting • PAST officer referrals 	Attendance has been below national average for a number of years and steps taken to address it over last 2 years. Persistent absenteeism improved from 10.3% to 5.6% but it is recognised that where this is still an issue it is having an impact on academic achievement as well as emotional wellbeing. Punctuality has also been closely monitored as it is recognised as having a significant impact.	<ul style="list-style-type: none"> • Weekly monitoring and reporting • Wellbeing meetings • SLT review • Governor reporting termly (HT report) and half termly (Standards and Curriculum) • PAST reviews to link to academic achievement and identified in pupil progress reviews 	Mrs. S. Colbeck and Mrs. H. Webb	May 2018
Total Budgeted Cost					£42, 500
iii. Other approaches					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
Strategic use of Caritas Social Worker to address any family or individual needs and prevent or reduce barriers to learning	<ul style="list-style-type: none"> • Caritas Social Worker to lead individual and group support • Safeguarding, SEND and supervision reviews 	Whilst some of the issues identified as barriers to learning are addressed through school, it is recognised that sometimes this work may need to be extended to include parents to enable them to support their children's learning and academic progress. Regular reviews enable staff to identify the need earlier and address it proactively.	<ul style="list-style-type: none"> • Half termly SLT review • Caritas worker termly reports • Pupil feedback linked to progress monitoring every half term • Weekly/fortnightly reviews between Pupil and Family Support Lead and Caritas worker • Provision mapping app to be used to assess/review interventions 	Mrs. S. Colbeck	May 2018
Increased opportunities for parental engagement and comprehensive	<ul style="list-style-type: none"> • Children's University • Solihull Parenting Group 	Out of school learning opportunities and access to these are recognised as valuable; as a school we are trialling a 'reduced/no homework' approach which is designed to encourage children to initiate and further develop out of school learning as	<ul style="list-style-type: none"> • Termly review of funding • Engagement with Children's University to be reviewed termly • Engagement with parenting events etc to be reviewed regularly 	Mrs. H. Webb and Ms. M. Ellis	June 2018

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package of support available	<ul style="list-style-type: none"> Funding subsidisation for visits, OOS care, transport 	<p>opposed to completing formal homework tasks. No pupil is excluded from learning opportunities either in/out of school due to financial restrictions, lack of access to uniform or other difficulties which may arise at any time (leaving the family home, transportation, etc.).</p>	<ul style="list-style-type: none"> Parents' Forum feedback where appropriate 		
Total Budgeted Cost					£15, 160

6. Review of expenditure			
Previous academic year	2016-17		
Barrier	Action	Success Criteria	SLT/Governor Evaluation
Language skills below those of their peers; lack of self-esteem	Opera project established to develop children's confidence and verbal expression.	Children develop their confidence through writing, composing and performing in a short opera. Working with a professional singer develops their physical ability to use their voice, improves diction and develops a sense of self-worth.	Opera project did not take place; was originally planned by member of staff who subsequently accepted a secondment to broaden leadership experience. Additional language interventions were used in younger year groups.
Lack of life experience; limited "cultural capital"	Part-funding of extra-curricular activities: trips and visitors. School to provide a wide range of extra-curricular clubs. School to subsidise OAA for PPG.	Take up of places at extra-curricular clubs to be at least 60% of pupil premium children. All PP children to attend OAA, unless parental permission is not given.	Extra-curricular activities were planned to address identified needs. All PPG pupils offered opportunities for extra-curricular activities. Only 1 pupil chose not to attend OAA. Some PPG funding required for parents unable to make full contribution.
Parental input and engagement	School to hold "Meet the Teacher" meetings at the start of each year, parents' evenings, assemblies to which parents are invited. Termly newsletter sent out to parents. Letters to parents with login details for www.spag.com , Mathletics, Letterjoin, IDL, etc. Open door policy in which parents have the opportunity to talk to teachers from 8.45-8.55am and 3.15-3.25pm.	Parents feel welcomed and increasingly able to contribute to their child's learning through awareness of curriculum. Increased take up by parents of events open to families. Parents feel welcome and increasingly able to engage positively with school staff.	Increased parental engagement with more events and invitations than previous year. Increased used of out-of-school learning platforms to engage pupils and parents.
Behavioural / emotional issues	Funding of Caritas social worker to work with children and their families. Funding of Family and Behaviour Support Lead. Counsellor funded by school to work with children with emotional difficulties.	Children more able to deal with emotional barriers; attainment improves. Improved wellbeing. Positive behaviour for learning has an impact on achievement.	Improved behaviour of identified pupils Behaviour for learning a recognised strength within school. Increased engagement with Pupil and Family Support Lead and Caritas worker.
Lack of access to resources, e.g. ICT	Provision mapping ensures children have access to ICT resources, etc., during school hours (Mathletics, IDL, etc). Homework club to support children's learning outside the school day and provide access to	All PP children to have access to IDL (where required), Mathletics, spag.com and Letterjoin to enhance their learning. All children have the opportunity to complete homework and research in a relaxed and supportive	Homework club offered for Y6 Y3/4 pupils accessed additional interventions with class teachers through lunchtime homework club. Increased use of additional platforms

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	resources.	environment.	
Disengagement with reading amongst some children in upper KS2.	Fantastic book awards – opportunity for Y5 children to engage with reading as part of a book awards plan run by Lancashire Library Services.	Pupil interviews/questionnaires demonstrate increased engagement with reading following the Fantastic Book Awards. Y5 children best placed to access whole novels as they go into Year 6.	FBA was not as embedded as hoped and this has been taken on by new year 6 teacher this year.
Attendance (last academic year was for pupils in receipt of PPG).	Attendance monitored by designated person. Attendance monitored and reported weekly in wellbeing meeting.	Percentage attendance of children in receipt of PPG to improve from 94.6% to 95%.	Persistent absenteeism has significantly decreased this year and PPG attendance is improving.

7. Additional attainment information – July 2017								
Year Group	Reading		Writing		Mathematics		R/W/M Combined	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Year 1	88%	86%	75%	77%	75%	91%	75%	77%
Year 2	71%	81%	71%	76%	71%	81%	71%	73%
Year 3	64%	86%	64%	90%	73%	90%	64%	86%
Year 4	67%	77%	56%	68%	67%	77%	50%	62%
Year 5	73%	95%	64%	84%	73%	84%	55%	79%
Year 6	50%	65%	64%	94%	57%	65%	43%	59%