

**St. Augustine's C of E (VA) Junior School
2016-2017 Pupil Premium Strategy and Impact Statement**



SUMMARY INFORMATION

Total number of pupils Oct' 16	226	Total Pupil Premium budget	£98,094*
		Number of pupils eligible for PP	72**

- *This figure does not include additional funding for LAC which is held centrally
- ** This does not include LAC children (currently 1)

CURRENT ATTAINMENT (Outcomes in 2016 SATs)

Total pupils: 58 (48 with MENA removed) PP : 21 (20 with MENA removed)	Pupils in receipt of PP funding at St. Augustine's	Pupils not in receipt of PP funding at St. Augustine's	All pupils (national)
% achieving ARE in reading, writing and maths combined (2016)	12.5%	27.8%	53%
% achieving ARE in reading – MENA removed(2016)	28%	42%	66%
% achieving ARE in writing – MENA removed (2016)	50%	73%	74%
% achieving ARE in maths (2016)	30%	60%	70%

BARRIERS TO FUTURE ATTAINMENT FOR PUPILS IN RECEIPT OF PUPIL PREMIUM FUNDING

In-school barriers

A	Emotional resilience is much reduced for a small number of disadvantaged pupils, potentially hindering progress and attainment.
B	Specific disadvantaged pupils with low attainment also have additional needs, have English as an additional language or are MENA.
C	A small number of parents of disadvantaged pupils are “hard to reach” and their lack of engagement potentially hinders progress and attainment.

External barriers

D	21 disadvantaged pupils are currently on our CP register, 10 have Early Help Assessments in place. These external issues impact on emotional resilience and readiness to learn.
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DESIRED OUTCOMES		SUCCESS CRITERIA	IMPACT
A	To increase confidence and well-being of those children struggling with emotional regulation and social relationships to improve readiness for learning.	Teachers and support staff will report an improvement in readiness to learn. Disadvantaged children will make rapid progress in reading, writing and maths.	Staff and children report that AfA, especially regular 1:1 time with PP HLTA, has resulted in increased awareness of achievements and determination to succeed. Disadvantaged pupils made rapid progress in all year groups and closed the gap between disadvantaged and non-disadvantaged. 74% of Y5 PP children finished the year working at age expected standard in maths compared with 64% of non- disadvantaged pupils.
B	To better engage the parents/family members of disadvantaged pupils in their children's learning.	All PP children will be enrolled on AfA programme. All parents of disadvantaged pupils will attend 3 structured conversations during the academic year.	Almost all AfA parents attended all structured conversations. Feedback from these parents was very positive (survey summer 17). A very small number of parents did not attend structured conversations and were contacted directly by class teachers.
C	To ensure continued improvement in attendance so that attendance rates for PP children remain comparable with those for non PP children.	Gap in attendance figures will close. No disadvantaged child will be a persistent absentee.	Whole school attendance 16-17: 96.4%, PP attendance: 96.1% 3 persistent absentees also PP. Parents met with throughout the year and monitored closely (2 long term illnesses). Although attendance improved over the year, all three ended the year below 90%.
D	To ensure clear and specific identification of learning needs and programmes of intervention for children making slow progress.	All disadvantaged pupils will make good progress. Targeted support for specific individuals will be closely monitored by class teachers, support staff and SENDCo.	Rapid progress achieved by all disadvantaged pupils due to close monitoring of progress and timely interventions.
E	To ensure that more able disadvantaged pupils make good progress.	Planning, book scrutiny and observations will evidence that appropriate challenge provision for more able pupils. More able pupils will make good progress in reading, writing and maths.	Whilst appropriate challenge is evident, the most able pupils, including the most able disadvantaged pupils, have not yet reached the higher standards, especially in writing. This will be a focus for school improvement next academic year.



QUOTES FROM OFSTED INSPECTION JULY 2017:

- The school has a caring, inclusive ethos. In this safe, stimulating environment, pupils thrive on the wide range of curricular and enrichment activities provided for them.
- Vulnerable pupils, including those who have special educational needs and/or disabilities and those who are disadvantaged, are looked after well. Staff ensures that these pupils receive the support they need to make good progress from their individual starting points.
- The most able pupils, including the most able disadvantaged pupils, are making good progress this year but, due to previous underachievement, they have not yet reached the higher standards, especially in writing.
- Leaders use the pupil premium funding to support disadvantaged pupils effectively. These pupils make good and better progress across the school. Differences in attainment are diminishing quickly. The few most able disadvantaged pupils are making good progress but, due to previous underachievement, they are not yet reaching the higher standards.

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DISADVANTAGED PUPILS	NON-DISADVANTAGED PUPILS	Y3 %EXS+								Y4 %EXS+								Y5 %EXS+								Y6 %EXS+							
		July 16		Autumn 16		Spring 17		Summer 17		July 16		Autumn 16		Spring 17		Summer 17		July 16		Autumn 16		Spring 17		Summer 17		July 16		Autumn 16		Spring 17		Summer 17	
READING		60	77	50	64	40	68	46	70	50	68	67	75	77	98	84	97	40	56	57	68	63	64	63	64	39	75	42	62	57	79	63	76
Difference (MILESTONE)		17		14 (10)		28 (7)		24 (4)		18		8 (10)		21 (6)		13(4)		16		11 (8)		1 (5)		1 (2)		36		20 (18)		22 (8)		13 (5)	
WRITING		60	77	39	53	27	60	32	62	44	53	77	85	71	90	77	90	25	64	40	67	53	64	56	70	39	67	42	60	60	79	69	81
Difference (MILESTONE)		17		14 (10)		47 (7)		30 (4)		9		8 (7)		19 (4)		13(2)		39		27 (25)		9 (12)		14 (5)		28		18 (16)		19 (6)		12 (5)	
MATHS		60	90	53	68	53	65	60	70	44	73	61	80	59	90	66	91	30	54	50	63	74	64	74	64	39	75	40	65	50	70	44	71
Difference (MILESTONE)		30		15 (18)		12 (10)		10 (5)		29		19 (18)		31 (10)		25 (4)		24		13 (14)		+10 (8)		+10 (4)		36		25 (18)		20 (8)		27 (6)	

PUPIL PREMIUM SPENDING 2016 - 2017

PROJECT/PROVISION	OBJECTIVES	INTENDED SPEND	ACTUAL SPEND	OUTCOMES
Continue to employ an Attendance and Family Support Worker to work in partnership with and support vulnerable children/families.	To improve communication with and engagement of "hard to reach" families and ensure that the attendance of disadvantaged pupils is in line with non-disadvantaged pupils.	£21,000	£16,500	Attendance and Family Support Worker went on maternity leave Easter 17. However, attendance of PP children remained in line with that of non PP.
Employ a "Pupil Premium HLTA" 2.5 days per week to work with our disadvantaged pupils.	To provide 1:1 support for our disadvantaged pupils, setting and reviewing SMART targets, providing specific verbal feedback on progress.	£13,600	£13,676	Ofsted July 17 reported that "A specially trained teaching assistant supports disadvantaged pupils regularly with their learning. He builds up pupils' self-esteem and confidence, so that they are ready to learn and want to succeed. He provides a good role model for pupils".
Employ a "Learning Mentor"	To improve the confidence and well-being	£2,820	£3,524	Our most vulnerable pupils received regular,

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teaching assistant to work with small groups of vulnerable children on ECO projects.	of vulnerable children.			dedicated 1:1 time with an adult which has impacted positively on their confidence and wellbeing. All these children made good progress academically and socially and emotionally over the year.
Train ECO lead in "Forest Schools".	To improve our provision of outdoor learning.	£775	£775	Eco lead now fully accredited and will begin "Forest Schools" with lower school in September 2017.
Release "Pupil Premium Champion" to monitor and track progress of disadvantaged groups and their participation in extra-curricular activities alongside "Pupil Premium HLTA".	To ensure that disadvantaged groups make accelerated progress in reading, writing and maths and to monitor impact of intervention alongside SENDCo.	£3,000	£3,000	Disadvantaged groups made rapid progress in reading, writing and maths.
	To monitor access of extra-curricular opportunities such as music tuition, after school clubs, residential visits etc. by pupil premium children.			During 16-17 academic year, every PP child attended at least one after school club. 5 PP children were funded to attend after school clubs, 13 were provided with instrument tuition, 9 were funded to attend a residential visit and 16 were funded to attend a holiday club.
All children eligible for Pupil Premium funding will be registered on AfA programme. PP funding will be spent on annual subscription to AfA programme, CPD for teachers and release for "Pupil Premium Champion" to meet with AfA coach and network with local AfA leads.	To improve communication with parents of pupils eligible for Pupil Premium funding. To close the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.	£2,200	£2,200	AfA focussed particularly on those children who last year did not make accelerated progress, whatever their ability. All these children made good or better progress over the year.
Release a member of SLT one morning per fortnight to support new members of staff.	To ensure that all teachers and Teaching Assistants are effectively inducted in AfA programme and our systems for tracking and monitoring progress of vulnerable groups.	£2,000	£2,200	Very positive feedback received from these sessions. All teaching and support staff aware of our focus children and have a good understanding of AfA programme.
Develop Children's University across school. Passports funded by school.	To increase take-up by disadvantaged pupils from 26% (July 2016) to be in line with non-disadvantaged pupils (40% July 2016).	£300	£201	42% of the school were involved in Children's University. 30% of PP children took part in Children's University. This was slightly less than expected. We plan to address this in the next academic year.
Provide in-house and external CPD	To ensure QFT challenges all. To ensure	£2,000	£5,000	Lesson observations and weekly snapshots

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for all teaching and support staff on: active questioning, AfL, challenge and mastery.	more able pupils can make more than expected progress in reading, writing and maths.			evidenced an increased focus moving learning on using AfL strategies skilfully.
Release subject leads and SLT to provide fortnightly TA training.	To ensure that TAs have the skills and knowledge to support and challenge. Upskill TAs in use of questioning and feedback, improve their phonics and grammar knowledge and ensure that TAs use the appropriate maths resources to scaffold learning.	£4,000	£4,000	Fortnightly TA training has successfully ensured that TA have the necessary subject knowledge and are better equipped to move learning on during lessons. This was evidenced in observations and weekly snapshots.
Following success of “First Class Writing” intervention last year, train 1 further TA to deliver this programme and fund CPD and resources.	To boost attainment of under achieving writers in Lower School.	£795 (training and resources)	£795	All “First Class” writers made better than expected progress in writing and reading.
Following success of “Premiership Reading Stars” reading intervention last year, we will extend this to half day a week and fund resources and planning time for sports coach to deliver this.	To boost attainment of Upper School pupils who are under achieving in reading.	£1,900	£2,260	All Premiership readers made better than expected progress in reading.
Fund play therapist one morning a week.	To provide therapeutic support for our most vulnerable children.	£2,000	£4,038	During the academic year, 10 children were supported by Play Therapy. This support impacted positively on their academic progress.
Subsidise school visits and extra - curricular opportunities e.g. music tuition, after school visits.	To enhance the quality of opportunity of enriching experiences.	£8,000	£3,040	During 16-17 academic year, every PP child attended at least one after school club. 5 PP children were funded to attend after school clubs, 13 were provided with instrument tuition, 9 were funded to attend a residential visit and 16 were funded to attend a holiday club.

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Release SENDCo to carry out Action Research on developing working memory (focussed on 2 pupil premium children) for one morning per week during the Autumn Term.	Sharing results of research with whole staff will increase awareness of strategies for children with poor working memory across the school.	£4,000	£4,000	This was carried out as part of SEN accreditation and the feedback and follow up CPD, increased awareness of working memory difficulties across teaching and support staff and an increased knowledge of strategies to support this.
Release qualified, experienced teacher to provide intensive reading sessions for HA readers (4 x 30 minute interventions/per week).	To ensure more able pupils make more than expected progress in reading.	£1,000	£1,500	This was carried out by Literacy lead with Y6 more able pupils. In 2017 SATs, 20% achieved GDS (30% with 6 at 108/109) which was 7% increase on 2016 GDS.
HLTA to provide intensive reading and comprehension interventions (BRSP).	To improve attainment in reading throughout all year groups and encourage families to engage in the learning in school through interactive café style provision.	£14,000	£14,208	All children involved in these interventions made better than expected progress.
Provide one-to-one tuition for targeted Year 6 pupils.	To ensure that those children identified as being "at risk" of not making expected progress from KS1 in reading, writing and maths accelerate progress.	£5,000 (6 hours per pupil)	£6,000	90% of children achieved EXS in 2 out of 3 subjects. 60% achieved EXS in all three.
Fund SATs breakfast club for Year 6.	To ensure that Year 6 pupils are on time for the start of the tests having had a good breakfast. To ensure that the children in Year 6 are as prepared physically as possible for the tests.	£150	£150	All Year 6 entered the tests having had breakfast.
Continue 'St A's Café' programme across school.	To promote parental engagement in supporting their child's learning. To foster good relationships with parents. To promote reading and numeracy. To improve attainment in reading.	£700 Weekly running costs and salary of HLTA for planning and preparation.	£1,550 Resources £2,800	Parent and pupil surveys report that Story Cafes have encouraged parents to read more regularly with their child and feel more confident in supporting his/her learning at home.

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Buy each child a reading book in recognition of his/her participation in 'St A's Café' and to promote reading for pleasure in school.	To promote reading for pleasure and raise attainment in reading.	£3,600	£3,600	All children chose a book at the end of their Story Café sessions to take home.
Arrange hired transport for disadvantaged children to and from school where home circumstances prohibit their regular attendance at school.	To improve the attendance statistics at school and consequently progress attainment levels in reading, writing and numeracy for disadvantaged families.	£1,000	£2,479	Increased costs due to several PP families being made homeless during the course of the year and being temporarily housed on the opposite side of the city. Taxis and bus passes were funded so that children could attend school whilst alternative accommodation/ applications for transport to LA were processed.
Provide milk at morning break-time to pupil premium children.	To help improve health and wellbeing of children from disadvantaged families and augment levels of concentration during morning time teaching and learning.	£800	£833	All disadvantaged pupils were offered daily milk.
TOTAL PUPIL PREMIUM EXPENDITURE		£94,640	£98,329	

The impact of our Pupil Premium Spend is reviewed termly and amended throughout the year in light of data analysis and identified needs of our disadvantaged groups.