

**St. Augustine's C of E (VA) Junior School  
2017-2018 Pupil Premium Strategy Statement**



**SUMMARY INFORMATION**

Total number of pupils Oct' 17	235	Total Pupil Premium budget	£100,320
		Number of pupils eligible for PP	76

**CURRENT ATTAINMENT: Outcomes in 2017 SATs**

Total pupils: 61 (59 with MENA removed) PP : 16	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)	<b>31%</b> (13%)	<b>60%</b> (28%)	<b>61%</b> (53%)
% achieving ARE in reading – MENA removed (2016)	<b>63%</b> (28%)	<b>76%</b> (42%)	<b>71%</b> (66%)
% achieving ARE in writing – MENA removed (2016)	<b>69%</b> (50%)	<b>81%</b> (73%)	<b>76%</b> (74%)
% achieving ARE in maths (2016)	<b>38%</b> (30%)	<b>71%</b> (60%)	<b>75%</b> (70%)

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

**In-school barriers**

<b>A</b>	Emotional resilience is much reduced for a small number of disadvantaged pupils, potentially hindering progress and attainment.
<b>B</b>	16 disadvantaged pupils with low attainment also have additional needs, 8 have English as an additional language or are MENA.
<b>C</b>	A small number of parents of disadvantaged pupils are “hard to reach” and their lack of engagement potentially hinders progress and attainment.

**External barriers**

<b>D</b>	30 disadvantaged pupils are currently on our CP register, 12 have Early Help Assessments in place. These external issues impact on emotional resilience and readiness to learn.
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<b>DESIRED OUTCOMES</b>		<b>SUCCESS CRITERIA</b>
<b>A</b>	<b>To increase confidence and well-being of those children struggling with emotional regulation and social relationships to improve readiness for learning.</b>	<b>Teachers and support staff will report an improvement in readiness to learn. Disadvantaged children will make rapid progress in reading, writing and maths.</b>
<b>B</b>	<b>To better engage the parents/family members of disadvantaged pupils in their children's learning.</b>	<b>All PP children will be enrolled on AfA programme All parents of disadvantaged pupils will attend 3 structured conversations during the academic year.</b>
<b>C</b>	<b>To ensure continued improvement in attendance so that attendance rates for PP children remain comparable with those for non PP children</b>	<b>Gap in attendance figures will close. No disadvantaged child will be persistent absentees.</b>
<b>D</b>	<b>To ensure clear and specific identification of learning needs and programmes of intervention for children making slow progress.</b>	<b>All disadvantaged pupils will make good progress. Targeted support for specific individuals will be closely monitored class teachers, support staff and SENDCo.</b>
<b>E</b>	<b>To ensure that more able disadvantaged pupils make good progress.</b>	<b>Planning and 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.</b>

**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.
- 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.
- Vulnerable pupils, including those who have special educational needs and/or disabilities and those who are disadvantaged, are looked after well. Staff ensure that these pupils receive the support they need to make good progress from their individual starting points.
- 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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ADVANTAGED 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	
<b>READING</b>		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)	
<b>WRITING</b>		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)	
<b>MATHS</b>		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)	

## INTENDED PUPIL PREMIUM SPEND 2017 - 2018

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.	£16,500		
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.	£14,000		
Employ a “Learning Mentor” teaching assistant to work with small groups of vulnerable children on ECO projects.	To improve the confidence and well-being of vulnerable children.	£4,000		

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Provide weekly "Forest Schools" sessions led by Eco lead for all lower school PP children	To provide outdoor learning for all disadvantaged pupils in lower school.	£2000		
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		
	To monitor access of extra-curricular opportunities such as music tuition, after school clubs, residential visits etc. by pupil premium children.			
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		
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.	£2,200		
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		
Provide in-house and external CPD for all teaching and support staff on: active questioning, AfL, challenge and mastery	To ensure QFT challenges all. To ensure more able pupils can make more than expected progress in reading, writing and maths.	£5,000		

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Ensure that all disadvantaged pupils are provided with breakfast.	Disadvantaged pupils will be invited to sensory circuits and breakfast club before school.	£380 Catering Provision £1,560 Staffing		
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		
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.	£800 (training and resources)		
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.	£2,500		
Fund play therapist one morning a week.	To provide therapeutic support for our most vulnerable children	£4,500		
Subsidise school visits and extra - curricular opportunities eg. music tuition, after school visits.	To enhance the quality of opportunity of enriching experiences.	£5,000		
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.	£15,000		

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Provide "Easter Revision School" 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.	£1,500		
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		
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 and improve attainment in numeracy.	. £2,000 Resources £3,000		
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.	£2,500		
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.	£900		
<b>TOTAL INTENDED PUPIL PREMIUM EXPENDITURE</b>		<b>£92,990</b>		

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