

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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**DESIRED OUTCOMES**

**SUCCESS CRITERIA**

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<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 disadvantage 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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## 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	£10,428	96.1% whole school attendance 17-18, PP attendance 95.5%, this included one PA whose attendance was tracked closely and family well supported to improve attendance.
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	£10,000	Staff, children and parents report that regular 1:1 time with PP HLTA, has resulted in increased awareness of achievements and determination to succeed. Disadvantaged pupils made rapid progress in Y3, 4 and 5 year groups and the gap between disadvantaged and non-disadvantaged pupils closed considerably for EXS+ but less so at GDS. KS2 SAT results were disappointing for the 19 PP children and considerably below national, however, these % increased by 16% in reading, 16% in GPS, and 22% in maths when children achieving 98+ marks are included.
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	£3,632	Our most vulnerable pupils received regular, dedicated 1:1 time with an adult which impacted positively on their confidence and wellbeing. All these children made good progress academically and socially and emotionally over the year.
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.	£2,000	£2,730	Weekly Forest Schools sessions have provided excellent outdoor learning experiences for lower school. Teachers have noted improved confidence and resilience in children during Forest Schools sessions.
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	£1,275 Pixl £2,820 PP Champion	Disadvantaged groups made rapid progress in PiXL therapy groups in reading, writing and maths. These included pre teaching therapies which enabled children to better access the curriculum.

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	To monitor access of extra-curricular opportunities such as music tuition, after school clubs, residential visits etc. by pupil premium children.		Covered in item below	During 17-18 academic year, every PP child attended at least one after school club. 30 PP children were funded to attend after school clubs (football, musical theatre, streetdance, Magical Maths), 9 were provided with instrument tuition, 9 were funded to attend a residential visit and 25 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 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	£2,500	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.  We have decided to move away from AfA and create our own similar programme within school which will be called "Strive, Challenge, Enjoy".
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	£4,583	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 30% (July 2017) to be in line with non-disadvantaged pupils (45% July 2017).	£300	£2,000	35/76 (46%) of PP pupils took part in Children's University this year, an increase of 16%. This 61/159 (38%) of non PP pupils.
Provide in-house and external CPD for all teaching and support staff on: AfL, challenge and mastery  Ensure that all disadvantaged pupils are provided with breakfast.	To ensure QFT challenges all. To ensure more able pupils can make more than expected progress in reading, writing and maths.  Disadvantaged pupils will be invited to sensory circuits and breakfast club before school.	£5,000  £380 Catering Provision £1,560 Staffing	£3,330  £242  £2,048	Lesson observations and weekly snapshots evidenced an increased focus in moving learning on using AfL strategies skilfully and appropriate challenge.
Release subject leads and SLT to provide fortnightly TA training.	To ensure that TAs have the skills and knowledge to support and challenge.	£4,000	£4,583	Fortnightly TA training has successfully ensured that TAs have the necessary subject knowledge

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	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.			and are better equipped to move learning on during lessons. This was evidenced during 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.	£800 (training and resources)	£155	All “First Class” writers made good 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.	£2,500	£3,850	All Premiership readers made good progress in reading.
Fund play therapist one morning a week.	To provide therapeutic support for our most vulnerable children	£4,500	£3,075	During the academic year 17-18, 8 PP children were supported by Play Therapy. This support impacted positively on their academic progress.
Subsidise school visits and extra - curricular opportunities eg. music tuition, after school visits.	To enhance the quality of opportunity of enriching experiences.	£5,000	£2,640	During 17-18 academic year, every PP child attended at least one after school club. 30 PP children were funded to attend after school clubs (football, musical theatre, streetdance, Magical Maths), 9 were provided with instrument tuition, 9 were funded to attend a residential visit and 25 were funded to attend a holiday club.
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	£14, 210	All children involved in these interventions made better than expected progress.
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	£1,200	A disappointing turnout for Easter Revision school. Less than half the year group attended. However, those who attended said that they had found the day useful in preparing them for the SATs tests.

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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 and improve attainment in numeracy.	£2,000 Resources £3,000	£3,000 £3,050	Parent and pupil surveys report that our maths café helped parents to better support children with their maths homework. Parent and children reported that they enjoyed spending dedicated time together at cafes.
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	£1,110	Several PP families were made homeless during the course of the year and were 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.	£900	£753	All disadvantaged pupils were offered mid-morning milk daily.
<b>TOTAL INTENDED PUPIL PREMIUM EXPENDITURE</b>		<b>£92,990</b>	<b>£83,084</b>	<b>£9,906</b> underspent against original budgeted amount. <b>£17,236</b> underspent in total against final funded amount of £100,320.

*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.*