

St. Augustine's C of E (VA) Junior School  
2018-2019 Pupil Premium Strategy Statement



**SUMMARY INFORMATION**

Total number of pupils Oct' 18	234	Total Pupil Premium budget	<b>£106,920</b> Carry forward £17,236 <b>Total £124,156</b>
		Number of pupils eligible for PP	81
		3 children in local authority care	Funding managed by virtual school head of the local authority.

**CURRENT ATTAINMENT: Outcomes in 2018 SATs**

Total pupils: 60 PP : 19	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 (2017 attainment)	<b>37% (31%)</b>	<b>46% (60%)</b>	<b>64% (61%)</b>
% achieving ARE in reading – MENA removed (2017 attainment)	<b>42% (63%)</b>	<b>64% (76%)</b>	<b>75% (71%)</b>
% achieving ARE in writing – MENA removed (2017 attainment)	<b>63% (69%)</b>	<b>72% (81%)</b>	<b>78% (76%)</b>
% achieving ARE in maths (2017 attainment)	<b>36% (38%)</b>	<b>64% (71%)</b>	<b>76% (75%)</b>

**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>	27 children in receipt of PP funding, also have additional needs and are on the school SEND register. 25 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>	33 disadvantaged pupils are currently on our CP register, 14 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>	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.
<b>B</b>	To better engage the parents/family members of disadvantaged pupils in their children's learning.	"Strive, Challenge, Enjoy" will focus on underachieving PP children. Parents of "SCE" children will attend at least 3 structured conversations during the academic year. Attendance of parents of PP children at AJ Cafes will increase.
<b>C</b>	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 persistent absentees.
<b>D</b>	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. Gaps in learning will be swiftly addressed through targeted support. PiXL data will evidence impact of intervention.
<b>E</b>	To ensure that more able disadvantaged pupils make good progress.	Planning and book scrutiny and observations will evidence appropriate challenge provision for more able pupils. More able pupils will make good progress in reading, writing and maths.

### 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 2018 - 2019

PROJECT/PROVISION	OBJECTIVES	INTENDED SPEND	ACTUAL SPEND	OUTCOMES
ACCELERATED READER		£4,000		
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.	£10,000		
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		
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.	£3,500		
Release “Pupil Premium Champion” to monitor and track progress of disadvantaged groups and their participation in extra-curricular	To ensure that disadvantaged groups make accelerated progress in reading, writing and maths and to monitor impact of intervention alongside SENDCo.	£4,000		

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activities alongside "Pupil Premium HLTA"	To monitor access of extra-curricular opportunities such as music tuition, after school clubs, residential visits etc. by pupil premium children.	Covered in another item below		
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 "Strive, Challenge, Enjoy" programme and our systems for tracking and monitoring progress of vulnerable groups.	£4,500		
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).	£2,000		
Provide in-house and external CPD for all teaching and support staff on: vocabulary development, 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.	£3,500		
Ensure that all disadvantaged pupils are provided with breakfast.	Disadvantaged pupils will be invited to sensory circuits and breakfast club before school	£250 Catering Provision  £2,200 Staffing		
Release subject leads and SLT to provide half-termly 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 "Premiership Reading Stars" reading intervention last year, we will continue this at	To boost attainment of Upper School pupils who are under achieving in reading.	£4,000		

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half a day a week and fund resources and planning time for sports coach to deliver this.				
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.	£22,000		
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.	£1,200		
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 £1,000		
<b>TRANSPORT</b>		£2,000		
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.	£750		

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TOTAL INTENDED PUPIL PREMIUM EXPENDITURE.	<b>£98,770</b>	Further work is being undertaken during the 2019 Spring Term to identify additional projects to best use the remaining pupil premium funding on.
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*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.*