

**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**

<b>Total pupils: 60 PP : 19</b>	<b>Pupils in receipt of PP funding at St. Augustine's</b>	<b>Pupils not in receipt of PP funding at St. Augustine's</b>	<b>All pupils (national)</b>
% 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.



## INTENDED PUPIL PREMIUM SPEND 2018 - 2019

PROJECT/PROVISION	OBJECTIVES	INTENDED SPEND	ACTUAL SPEND	OUTCOMES
<p>To introduce ACCELERATED READER scheme across school</p>	<p>To rapidly improve breadth of reading opportunities offered to all children and encourage all children, especially disadvantaged pupils, to read more often and more widely.</p>	<p>£4,000</p>	<p>£3,181 Licence £15,000</p>	<p>Accelerated Reader has had a significant impact on the amount and breadth of independent reading taking place in school and at home.</p> <p>Our end of KS2 SAT results show a significant improvement in reading, with an increase of 18% for all pupils, and an increase of 32% for our disadvantaged pupils.</p>
<p>Continue to employ an Attendance and Family Support Worker to work in partnership with and support vulnerable children/families.</p>	<p>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.</p>	<p>£16,500</p>	<p>£13,000</p>	<p>End of year whole school attendance was 96.5%, for disadvantaged pupils this dropped slightly to 95.3%. Of the 10 persistent absentees last year, 6 were in receipt of pupil premium funding. Our Family Support Worker monitored the attendance of these children closely and worked alongside other agencies to support their families. The attendance of these 4 children improved considerably over the course of the year.</p>
<p>Employ a “Pupil Premium TA” 2.5 days per week to work with our disadvantaged pupils.</p>	<p>To provide 1:1 support for our disadvantaged pupils, setting and reviewing SMART targets, providing specific verbal feedback on progress.</p>	<p>£10,000</p>	<p>£10,000</p>	<p>Staff, children and parents report that regular 1:1 time with PP TA, has resulted in increased awareness of achievements and determination to succeed.</p> <p>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.</p> <p>2019 KS2 SAT results for disadvantaged children were considerably better than the previous year (up 32% in reading, 5% in writing, 27% maths, 16% RWM combined) and slightly above “all pupils” nationally in reading. The % of PP children achieving GDS in KS2 SATs increased from 2018 (5% to 11% in reading, 5% to 11% in writing, 0 to 21% in maths and 0 to 11% combined).</p>

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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	£3,700	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.	£3,500	£10,920	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. We plan to extend Forest School opportunities into Upper School during 2019-2020.
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.	£4,000	£4,000	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.
	To monitor access of extra-curricular opportunities such as music tuition, after school clubs, residential visits etc. by pupil premium children.			During 18-19 academic year, every PP child attended at least one after school club. 26 PP children were funded to attend after school clubs (football, gymnastics, recorder, musical theatre, streetdance), 6 were provided with instrument tuition, 17 were funded to attend a residential visit and 5 were funded to attend a holiday club.
Release a member of SLT one morning per fortnight to support new members of staff.	To ensure that all new 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	£2,340	New members of staff report that they feel well supported and aware of our SCE children and their responsibilities regarding them. Members of SLT have been able to monitor progress of PP children closely and intervene swiftly to address any areas requiring improvement.
Develop Children's University across school. Passports funded by school.	To increase take-up by disadvantaged pupils from 16% (July 2018) to be in line with non-disadvantaged pupils.	£2,000	£2,223 staff release  £460 passports	This gap closed a little to 23% but still a disappointing number of disadvantaged pupils joined, and sustained their involvement in Children's University. The use of CU ambassadors to promote and encourage CU work amongst PP children will be a priority next year.
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	£2,600	Lesson observations and weekly snapshots evidenced an increased focus in moving learning on using AfL strategies skilfully and appropriate challenge. Oracy and Active Questioning has become embedded in our planning and teaching and the impact on children's oral responses in lessons.

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				We have developed “key vocabulary” for each topic unit this year which has ensured that our children are building a bank of high level vocabulary.
Ensure that all disadvantaged pupils are offered breakfast and a calm start to the day.	Disadvantaged pupils who require it, will be invited to sensory circuits and breakfast club before school	£250 Catering Provision  £2,200 Staffing	£546 Catering Provision  £2,000 Staffing	Approximately 12 PP children attend breakfast club and sensory circuits daily.
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	£,4000	Fortnightly TA training has successfully ensured that TAs have a good level of subject knowledge and are better equipped to move learning on during lessons. This has been evidenced during lesson observations and weekly snapshots.
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.	£4,000	£3,850	All Premiership readers made good progress in reading.
Subsidise school visits and extra -curricular opportunities eg. music tuition, after school visits.	To enhance the quality of opportunity of enriching experiences.	£5,000	£5939.50	During 18-19 academic year, every PP child attended at least one after school club. 26 PP children were funded to attend after school clubs (football, gymnastics, recorder, musical theatre, streetdance), 6 were provided with instrument tuition, 17 were funded to attend a residential visit and 5 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.	£22,000	£7,000	All children involved in these interventions made better than expected progress. Due to the success of AR, BRSP was discontinued in the Spring term.

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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.	£1,200	£2,400	We had a pleasing turnout for Easter Revision Day, with 75% of the year group in attendance. All these children said that they had found the day useful in SATs preparation.
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	£140	All Y6 children sat the tests having had breakfast and a calm start to the day for the entire SATs week.
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	£2,000 Resources £1,000	Parent and pupil surveys report that our cafés have helped parents to be better equipped in supporting their children with their learning. Our e-safety focus gave parents valuable information. Parent and children report that they enjoy spending dedicated time together at cafes. 84 PP parents and other family members attended Cafes over the course of the year.
To provide transport for families in crisis (through eviction/ rehousing).	To ensure that children at this difficult time can continue to attend school.	£2,000	£1,349	One PP family moved to the other side of the City. We funded bus passes to allow them to continue attending St Augustine's until an alternative school place could be found. Two other families were support with transport during family emergencies.
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	£1,363	All disadvantaged pupils were offered free midmorning milk daily
<b>TOTAL INTENDED PUPIL PREMIUM EXPENDITURE</b>		<b>£998,770</b>	<b>£99011.50</b>	

**CARRY FORWARD OF £16,994**

*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.*