

St. Augustine's C of E (VA) Junior School  
2019-2020 Pupil Premium Strategy Statement



**SUMMARY INFORMATION**

Total number of pupils Oct' 19	<b>229</b>	Total Pupil Premium budget	<b>£102,960</b> PLUS CARRY FORWARD OF £16,994 <b>TOTAL AMOUNT: £119,995</b>
		Number of pupils eligible for PP	<b>78</b>
		0 children in local authority care	Funding managed by virtual school head of the local authority.

**CURRENT ATTAINMENT: Outcomes in 2019 SATs**

Total pupils: 57 PP : 20	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 (2018 attainment)	<b>53% (37%)</b>	<b>69% (46%)</b>	<b>65% (64%)</b>
% achieving ARE in reading – MENA removed (2018 attainment)	<b>74% (42%)</b>	<b>78% (64%)</b>	<b>73% (75%)</b>
% achieving ARE in writing – MENA removed (2018 attainment)	<b>68% (63%)</b>	<b>78% (72%)</b>	<b>78% (78%)</b>
% achieving ARE in maths (2018 attainment)	<b>63% (36%)</b>	<b>86% (64%)</b>	<b>79% (76%)</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>	24 children in receipt of PP funding, also have additional needs and are on the school SEND register. 16 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>	26 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>	<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>“Strive, Challenge, Enjoy” will focus on underachieving PP children. Parents of “SCE” children will be well informed of their child's progress toward individual targets. Attendance of parents of PP children at AJ Cafes will increase.</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 a persistent absentee.</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. Gaps in learning will be swiftly addressed through targeted support. PiXL data will evidence impact of intervention.</b>
<b>E</b>	<b>To ensure that more able disadvantaged pupils make good progress.</b>	<b>Planning, 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.</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.



## INTENDED PUPIL PREMIUM SPEND 2019 - 2020

PROJECT/PROVISION	OBJECTIVES	INTENDED SPEND	ACTUAL SPEND	OUTCOMES
Develop Accelerated Reader across school.	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.	£24,000 Licence, resources, staffing costs	£24,000	<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 in 2019 showed a significant improvement in reading, with an increase of 18% for all pupils, and an increase of 32% for our disadvantaged pupils. We predicted that 80% of our PP Y6 would have achieved EXS+ in 2020 SATs and 27% GDS, if they had taken place.</p>
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	£16,500	In March 2020, when school closed for all children except those of key workers or classed as ‘vulnerable’, Attendance of PP group was 95.1%, in line with the whole school. Our Family Support Worker monitored the attendance of these children closely and worked alongside other agencies to support their families, particularly over the lockdown period during which she made ‘safe and well’ phone calls at least weekly to our most vulnerable families.
Employ a “Pupil Premium TA” 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	£9,610	Staff, children and parents report that regular 1:1 time with PP TA, has resulted in increased awareness of achievements, targets to be met and a determination to succeed.

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				<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> <p>We predicted that our PP group would improve on these in 2020 SATs and that 40% would achieve EXS+ in RWM combined, and 13% GDS combined.</p>
<p>Employ a “Learning Mentor” teaching assistant to work with small groups of vulnerable children on ECO projects.</p>	<p>To improve the confidence and well-being of vulnerable children.</p>	<p>£3,800</p>	<p>£3,996</p>	<p>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 up to March, and were well supported over the lockdown period.</p>
<p>Provide weekly “Forest Schools” sessions led by Eco lead for all lower school PP children</p>	<p>To provide outdoor learning for all disadvantaged pupils across school.</p>	<p>£7,500</p>	<p>£10,920</p>	<p>Weekly Forest School sessions were extended and provided excellent outdoor learning provision experiences for children in Y3 – Y5 up to March. In July, when we invited our Y6 back to school, Forest School gave a much needed boost to well-being. Teachers noted improved confidence and resilience in children during Forest Schools sessions which we were beginning to see transferred into the classroom. Forest School will be fundamental to our reopening provision and will be open to all children.</p>

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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.	£2,500	£2,100	Disadvantaged groups were beginning to make rapid progress in PiXL therapy groups in reading, writing and maths. These included pre teaching therapies which enabled children to better access the curriculum. Unfortunately, these had to stop in March due to school closure.
Provision of "wellbeing" counsellor one day a week to support children with a range of social and emotional needs.	To provide counselling for children who require additional wellbeing and mental health support, enabling them to better manage their emotions and thrive academically.	£8,500	£2,500	During 18-19, this was funded by a National Lottery grant which we secured. It proved very successful so we wanted to be able to offer it going forward. Remote sessions continued for some individuals during lockdown but no face to face sessions took place during the summer term.
Provision of 1:1 play therapy for our most vulnerable children	To give intensive support to a small number of children with complex social and emotional needs.	£1,000	£240	Play therapy sessions provided for one PP child in Y3.
Develop Children's University across school. Passports funded by school.	To increase take-up by disadvantaged pupils from 22% (July 2019) to be in line with non-disadvantaged pupils (40% July 2019).	£3,500	£2,500	No requirement to purchase passport this year as the process of logging hours has moved online. CR release time for CU continued up to March 20.  March 2020 – 88 children signed up for CU (38% of the school) 24 of these were PP (34% of PP cohort) compared with 39% of non PP cohort.
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	£2,079	A range of CPD provided including phonics, improving progress in maths and english, online safety, domestic abuse awareness, and young people's self-harm.  Lesson observations and weekly snapshots up to March 20 evidenced an increased focus in moving learning on using AfL strategies skilfully and appropriate

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				challenge. Our safeguarding team are well trained and have increased awareness of issues such as DA.
To provide targeted children with focussed maths intervention	As maths lead is currently studying for Masters in Education (maths), she will be applying her masters knowledge to provide extra maths support for those children working below expected standard.	£3,000	£3,350	The course continued throughout lockdown and our maths lead is applying her learning in school with targeted support and training for those who work with them.
Ensure that all disadvantaged pupils are provided with breakfast.	Disadvantaged pupils will be invited to sensory circuits and breakfast club before school	£600 Catering Provision  £2,000 Staffing	£300 catering up to March 20  £1,000 staffing	12 PP children invited to attend breakfast club and sensory circuits daily up to March 20.
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.	£1,000	£800 up to March 20	Half termly TA training continues to successfully ensure that they 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	£2,090 up to March 20	10/16 children who took part in this intervention up to March 20 were in receipt of PP funding (4Y5, 6Y6) All were making accelerated progress and 7 were on track to achieve the expected standard in reading by the end of the academic year.
Subsidise school visits and extra -curricular opportunities eg. music tuition, after school visits.	To enhance the quality of opportunity of enriching experiences.	£6,000	£1,180 up to March 20	Up to March 2020, 8 PP children were funded to attend a residential visit, and 6 to attend paid clubs (football, street dance and table tennis). 75% of PP children were attending at least one after school club or music tuition by March 20.

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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.	£2,500	0	Due to school closure March '20, this did not happen
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	0	Due to school closure March '20, this did not happen
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 staffing  £1,000 resources	£1,500 staffing up to March 20  £150 resources	Parent and pupil surveys evidence that our cafés have helped parents to be better equipped in supporting their children with their learning.  Parent and children report that they enjoy spending dedicated time together at cafes. 33 parents and other family members of PP children attended Cafes up to March 20 (42%).
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	£463 up to March 20	One PP child funded to attend alternative provision up to March 20.
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.	£1,000	£454 up to March 20	All disadvantaged pupils were offered free midmorning milk daily up to March 20.
<b>TOTAL INTENDED PUPIL PREMIUM EXPENDITURE</b>		<b>£106,050</b>	<b>£85,731</b>	<b>CARRIED OVER TO 2020-2021: £20,319</b>