

St. Augustine's C of E (VA) Junior School  
2020-2021 Pupil Premium Strategy Statement



**SUMMARY INFORMATION**

Total number of pupils Oct' 20	<b>233</b>	Total Pupil Premium budget	<b>£91, 460 + £310 for 1 service child = £91,770 PLUS CARRY FORWARD OF £20,319 TOTAL AMOUNT: £112,089</b>
		Number of pupils eligible for PP	<b>68</b>
		0 children in local authority care	Funding managed by virtual school head of the local authority.

**CURRENT ATTAINMENT: Outcomes in 2019 SATs (2020 SATs did not take place)**

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>	22 children in receipt of PP funding, also have additional needs and are on the school SEND register. 18 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>	32 disadvantaged pupils are currently on our CP register, 9 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>“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.

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**INTENDED PUPIL PREMIUM SPEND 2020 - 2021**

<b>PROJECT/PROVISION</b>	<b>OBJECTIVES</b>	<b>INTENDED SPEND</b>	<b>ACTUAL SPEND</b>	<b>OUTCOMES</b>
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.	£25,000 Licence, resources, staffing costs		
Continue to employ an SEN/ 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.	£20,000		
Employ a "Pupil Premium TA" half a day per week to work with our disadvantaged pupils.	To provide 1:1 social and emotional support for our disadvantaged pupils using Google Classroom.	From Jan £1,280		
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.	£4,500		
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.	£21,000		
Release "Pupil Premium Champion" 1 afternoon per half term to monitor and track progress of disadvantaged groups and their participation in extra-curricular activities (when they resume) with "Pupil Premium HLTA"	To ensure that disadvantaged groups make accelerated progress in reading, writing and maths and to monitor impact of intervention alongside SENDCo.	£750		
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.	£5,000		

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<b>Develop and promote Children's University across school</b>	<b>To ensure that the take-up by disadvantaged pupils increases from 22% (July 2019) to be in line with non-disadvantaged pupils (40% July 2019).</b>	<b>£2, 500</b>		
<b>Provide in-house and external CPD for all teaching and support staff on: vocabulary development, active questioning, AfL, challenge and mastery</b>	<b>To ensure QFT challenges all. To ensure more able pupils can make more than expected progress in reading, writing and maths.</b>	<b>£2,000</b>		
<b>Provide targeted children with focussed maths intervention</b>	<b>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.</b>	<b>£3,350 £1,500</b>		
<b>Ensure that all disadvantaged pupils are provided with breakfast.</b>	<b>Disadvantaged pupils will be invited to sensory circuits and breakfast club before school when restrictions allow. In the meantime, we will have Covid Friendly Sensory circuits training by OT + 'bubble' breakfast club from Oct half term.</b>	<b>£300 Catering £3,000 staffing</b>		
<b>Release subject leads and SLT to provide half-termly TA training.</b>	<b>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.</b>	<b>£1,000</b>		
<b>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.</b>	<b>To boost attainment of Upper School pupils who are under achieving in reading.</b>	<b>£4,000</b>		
<b>Subsidise school visits and extra - curricular opportunities eg. music tuition, after school visits.</b>	<b>To enhance the quality of opportunity of enriching experiences.</b>	<b>£4,000</b>		
<b>Provide "Easter Revision School" for targeted Year 6 pupils</b>	<b>To ensure that those children identified as being "at risk" of not making expected progress from KS1 in reading, writing and maths accelerate progress.</b>	<b>£2,500</b>		

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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		
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.  From summer term	£1, 500 Staffing during summer term  £150 resources		
Provide transport for families in crisis (through eviction/ rehousing).	To ensure that children at this difficult time can continue to attend school.	£1,000		
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.	£1,000		
Provide targeted OT support for those children who require it.		£2,000		
Purchase whole school spelling scheme.		£270		
<b>TOTAL INTENDED PUPIL PREMIUM EXPENDITURE</b>		<b>£107,750</b>		
		Intended carry forward to 21/22: £4,339		

***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.***