



PUPIL PREMIUM STATEMENT

Our Vision: To be guided by God's wisdom, to embrace challenge and strive to achieve our best, enjoying all that we do together.

BACKGROUND

Information from the Department for Education

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after in Local Authority care continuously for more than six months, and children of service personnel.

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools have to publish online

In most cases the pupil premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

AIMS

At St Augustine's we passionately believe that no child should be left behind. We know that it is a thirst for knowledge and a commitment to learning which make the difference between success and failure, and not simply a child's social, economic or cultural background and we are determined to ensure that we enable every child to overcome any barriers to achieving their very best.

When making decisions about how best to use our pupil premium funding, we look closely at the challenges faced by our children and their families regularly. These challenges vary widely and there is no "one size fits all" approach.



KEY PRINCIPLES

We aim to maximise the impact of our pupil premium spending by following these key principles:

BUILDING BELIEF

We will continue to provide a culture where:

- all adults believe in the potential to succeed of ALL children
- there are no excuses made for under performance
- we work collaboratively to overcome barriers
- all adults model a growth mind-sets approach towards learning, and encourage children to do the same
- we “embrace challenge and strive to achieve our best”.

ANALYSING DATA

We will ensure that:

- all teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- we use evidence based research to support our decision making when determining the most effective strategies to employ

IDENTIFICATION OF PUPILS

We will ensure that:

- all teaching staff are aware of the pupil premium children in our school and work together
- all pupil premium funded children benefit from that funding, not only those who are under performing
- individual needs are considered carefully so that targeted support can be provided for those children who could be achieving better.

TEACHING AND LEARNING

We will ensure that all children receive consistently good teaching and improve teaching towards outstanding by:

- setting high expectations
- ensuring consistent implementation of our non-negotiables
- sharing good practice within school and drawing on external expertise
- providing high quality CPD
- swiftly addressing under performance and supporting colleagues to be the best teachers they can be.

INDIVIDUALISING SUPPORT

We will ensure that additional support for pupil premium children is effective by:

- placing all pupil premium children on our Achievement For All programme
- working alongside parents and carers to identify needs of the “whole” child. Termly structured conversations and regular “catch ups” with parents and carers allows us to set academic as well as wider school and social and emotional SMART targets to enable the whole child to develop well
- enabling teaching and support staff to communicate effectively to provide high quality intervention
- working alongside external professionals to provide high quality support
- monitor the impact of support regularly

WE AIM TO ENSURE THAT EVERY CHILD WHO IS ELIGIBLE FOR PPG WILL TAKE PART IN AT LEAST ONE ENRICHING EXPERIENCE (attendance at after school club, musical instrument tuition, participation in residential visit) THROUGHOUT THE SCHOOL YEAR.



MONITORING AND EVALUATION

We will closely monitor the impact of our spending by:

- using a wide range of data including: achievement data, observations and learning walks, case studies, pupil/parent voice and surveys
- analysing data closely and adapting interventions according to impact
- regular moderation to ensure consistency and accuracy of judgements
- holding termly pupil progress meetings to review progress of every child. Class teachers, phase leaders, SENDCo, support staff and the head teacher will contribute to these.
- providing regular feedback to parents and carers at termly structured conversations
- identifying a pupil premium champion who oversees the progress of pupil premium children
- identifying a pupil premium HLTA to spend 1:1 time with every child eligible for pupil premium funding fortnightly. The HLTA will monitor targets and support each child in achieving them
- identifying a governor to be responsible for monitoring pupil premium spending
- reporting termly to Full Governing Body on the progress of children eligible for pupil premium funding

REPORTING

When completing statutory reports about pupil premium funding we will include:

- information about the context of the school
- objectives for the year: reasons for decision making, analysis of data, use of research
- nature of support and allocation: learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum
- an overview of spending: total pupil premium grant received, total pupil premium grant spent, total pupil premium grant remaining
- a summary of the impact of pupil premium spending: performance of disadvantaged pupils compared to non-disadvantaged pupils, other evidence of impact (case studies/ accreditations/ Achievement For All etc.)
- implications for pupil premium spending the following year

The governing body will consider the information provided and will ensure that an annual statement is published on the school website. This will outline how pupil premium funding has been used to address the need to close the gap between disadvantaged and non- disadvantaged pupils.

Autumn 2020

This statement will be reviewed annually