# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | St Augustine’s CE (VA) Junior School |
| Number of pupils in school  | 232 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sam Brunt |
| Pupil premium lead | Sam Brunt |
| Governor / Trustee lead | Kirsty Davies |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £95805 |
| Recovery premium funding allocation this academic year | £10295 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1192 |
| Total | **£107292** |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| The staff and governors of St Augustine’s CE (VA) Junior School embrace responsibility for ‘socially disadvantaged’ pupils and are committed to meeting all their needs within a caring and nurturing environment. We strive to ensure that each child will develop a love for learning and acquire skills to enable them to achieve their best during their time at St Augustine’s and beyond as adults who contribute fully to the community. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Emotional resilience is much reduced for a small number of disadvantaged pupils, potentially hindering progress and attainment. |
| 2 | 25 children in receipt of PP funding, also have additional needs and are on the school SEND register.15 have English as an additional language. |
| 3 | A small number of parents of disadvantaged pupils are “hard to reach” and their lack of engagement potentially hinders progress and attainment. |
| 4 | 49 pupils in receipt of PP have current safeguarding files, 12 have Early Help Assessments in place. These external issues impact on children’s readiness to learn. |
| 5 | PP children nationally have been adversely affected by the COVID pandemic and subsequent national lockdowns – lack of experiences particularly apparent as well as lack of lower attainment compared to non-PP |

##

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| 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. |
| To better engage the parents/family members of disadvantaged pupils in their children’s learning. | Disadvantaged children will make rapid progress in reading, writing and maths. |
| 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 a persistent absentee. |
| To ensure that more able disadvantaged pupils make good 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. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42585

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide weekly “Forest Schools” sessions led by Eco lead – help to build resilience(£23500) | <https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf> | 1, 5 |
| *Provide in-house and external CPD for all teaching and support staff on: vocabulary development, active questioning, AfL, challenge and mastery**(£1285)* | <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 2 |
| *Release subject leads and SLT to provide half-termly TA training. Release “Pupil Premium Champion” 1 afternoon per half term to monitor and track progress of disadvantaged groups and their participation in extra-curricular* *activities with “Pupil Premium HLTA”**(£1000)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 2 |
| *Provide clear line of communication with parents/carers of PP children by allocating 1.5 days a week for Assistant Head to oversee SMSC needs of PP children and meet with parents/professionals, as well as keeping up to date with latest practice.**(£16800)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 3, 1, 2, 4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 29*099*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provide targeted children with focussed maths intervention including having a Pupil Premium TA half a day per week to work with SCE/PP children**(£2705)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 5 |
| *Develop Accelerated Reader across school**(£26394)* | <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 5 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 35410

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Employ an SEN/ Family Support Worker to work in partnership with and to support vulnerable children/families.**(£20010)* | <https://doncasterchildcare.proceduresonline.com/pdfs/parent_fam_support_fw.pdf> | 3, 4 |
| *Provision of “wellbeing” counsellor one day a week to support children with a range of social and emotional needs. Also, employ a “Learning Mentor” teaching assistant to work with small groups of vulnerable children on ECO projects.**(£10400)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1, 4 |
| *Ensure that all disadvantaged pupils are provided with breakfast including being invited to Breakfast Club/Provide milk at morning break-time to pupil premium children.**(£2000)* | <https://pubmed.ncbi.nlm.nih.gov/14637332/> | 5 |
| *Subsidise school visits/visitors and extra -curricular opportunities eg. music tuition, after school visits.**(£3000)* | <http://www.lotc.org.uk/wp-content/uploads/2013/10/Pupil-Premium-Graham-Lodge-CLOtC-version-for-website-and-newsletter-4-9-13-updated-12-6-14.pdf> | 5 |

**Total budgeted cost: £** *107094*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

|  |
| --- |
| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.**If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  |

|  |
| --- |
| * **CURRENT ATTAINMENT: KS2 Outcomes in 2021 (Teacher assessment)**
 |
| * **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 – 2019 SATS)** |
| * **% achieving ARE in reading, writing and maths combined**
 | 68% | 66% | **65%**  |
| * **% achieving ARE in reading**
 | 74% | 76% | **73%**  |
| * **% achieving ARE in writing**
 | 74% | 66% | **78%**  |
| * **% achieving ARE in maths**
 | 68% | 73% | **79%**  |

**Outcomes from previous year (2020-21) Pupil Premium allocation: (See 2020-21 Pupil Premium statement for detailed breakdown)**

* 74% of PP children across whole school made expected or above progress during 2020-2021, compared to 58% the year before
* 79% of PP children at the end of KS2 made expected progress in reading, compared to 76% of non PP children
* All vulnerable children engaged in remote learning during bubble closures and national lockdown during Jan/Feb. Family Support Worker in regular communication with vulnerable groups throughout lockdown to ensure and concerns alleviated and children were the best supported they could be.
* PP children able to discuss targets and share concerns with YW – leading to improved attainment and engagement.
* PP children engaged in learning as a result of concerns being shared with learning mentor and appropriate safeguarding actions where necessary.
* Forest School sessions have ensured all children have engaged, improving the Cultural Capital of our PP children and ensuring non-academic talents are recognised. Better engagement in class as a result.
* 74% of PP children across whole school made expected or above progress in reading during 2020-2021, compared to 58% the year before
* 79% of PP children at the end of KS2 made expected progress in reading, compared to 76% of non PP children
* Vulnerable children with SEMH needs are met. Children better engaged in class as a result.
* PIXL training has ensured that this is an effective resource for diagnosing and prescribing ‘therapies’ in order to fill gaps in children’s learning
* 52% of PP children have attained at EXP or above across KS2 in maths during 2020-21
* 61% of PP children have made expected or better progress across KS2 in maths during 2020-21
* All PP children have started the school day having had breakfast
* TA impact on PP children has improved. Core Team meetings to be reinstated as of September to ensure TA involvement and knowledge of key chn.
* 74% of PP children across whole school made expected or above progress in reading during 2020-2021, compared to 58% the year before
* 79% of PP children at the end of KS2 made expected progress in reading, compared to 76% of non PP children
* Funding for pupil premium children for panto.
* Development of Cultural Capital
* Family liaison worker collected key children during lockdown to ensure they were in school and safeguarding needs met.
* Significantly down during Spring Term (lockdown)
* Physical needs met for children requiring OT
* Consistent approach to spelling in place.
* Vulnerable children with SEMH needs are met. Children better engaged in class as a result.
* Parents informed about decisions and challenges. Parental feedback appreciative of this (see questionnaire)