

## Pupil Premium Strategy Statement for St Augustine's Catholic Primary

| Summary information    |  |                                  |          |  |                |
|------------------------|--|----------------------------------|----------|--|----------------|
| School                 | St Augustine's Catholic Primary Coventry |                                  |          |  |                |
| Academic Year          | 2019-2020                                | Total PP budget                  | £118,800 | Date of most recent PP Review                  | September 2019 |
| Total number of pupils | 404                                      | Number of pupils eligible for PP | 82       | Date for next internal review of this strategy | Spring 2021    |

| Current attainment – summer data 2019                      |                       |          |            |          |
|--|-----------------------|----------|------------|----------|
| Phase of School  | Pupil Eligible for PP |          | All Pupils |          |
|  | School                | National | School     | National |
| Year R % of Good Level of development                      | 0%                    | 56%      | 61.4%      | 71.7%    |
| Year 1 Phonics   | 78%                   | 71%      | 79%        | 82%      |
| End of KS1 – Reading                                       | 43%                   | 62%      | 82%        | 75%      |
| End of KS1 – Writing                                       | 71%                   | 55%      | 66%        | 69%      |
| End of KS1 – Maths   | 71%                   | 62%      | 78%        | 76%      |
| End of KS1 – Combined (RWM)                                | 43%                   | 50%      | 56%        | 65%      |
| End of KS2 – Reading                                       | 63%                   | 62%      | 76%        | 73%      |
| End of KS2 – Writing                                       | 69%                   | 68%      | 80%        | 78%      |
| End of KS2 – Maths   | 63%                   | 67%      | 83%        | 79%      |
| End of KS2 – Combined (RWM)                                | 63%                   | 51%      | 71%        | 65%      |
| Barriers to future attainment (for pupils eligible for PP) |                       |          |            |          |
| In-school barriers (issues to be addressed in school)      |                       |          |            |          |

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| A  | PP pupils level of vocabulary and ability to spell and use new words orally and in written work is low and needs to be challenged   |   |
| B  | Social and emotional barriers to learning for a large number of children across the school. This can cause lack of confidence to tackle new learning positively and has a detrimental effect on their academic progress and attainment. |   |
| External barriers <i>(issues which also require action outside school)</i> |   |   |
| C  | Home circumstance effect parental support, aspirations, attendance and children's life experiences  |   |
| Desired outcomes <i>(Desired outcomes and how they will be measured)</i>   |   | Success criteria  |
| A  | The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.  | % of PP pupils achieving ARE on year group spelling lists will increase.<br>Children's highlighted TAF grids will show spelling acquisition.<br>% of PP children attaining age expected standard in writing will increase |
| B  | Children develop a greater resilience to manage social and emotional barriers to learning.  | More confidence demonstrated in lessons enabling them to make more sustained contributions across all lessons.  |
| C  | Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.   | Increased attendance for PP children.<br>Increased outcomes for RWM combined.   |

| Planned expenditure   |  |   |   |                           |                                      |
|---|--|---|---|---------------------------|--------------------------------------|
| Academic year   |  | 2019-2020   |   |                           |                                      |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |  |   |   |                           |                                      |
| Quality of teaching for all   |  |   |   |                           |                                      |
| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead                | When will you review implementation? |
| A) The ability of PP pupils to spell and use new language both orally and in  | Implementation of Bonus Talk words, from The Write Stuff, across Years 1-6<br><br>Spelling Bee competition | The EEF recommends that oral interventions linked to the importance of spoken language and verbal interaction in the classroom can have +5 months progress impact for low cost. | Monitoring of books across the curriculum<br><br>Data impact on reading and writing | Miss Etheridge/Mrs Carlin | Termly                               |

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| written work develops in line with whole school expectation.<br>B) Children develop a greater resilience to manage social and emotional barriers to learning. | Cost: £4.99 x2 per year group for bonus talk words<br>Total – £60  | The Department for Education research suggests that by the age of seven the gap in the vocabulary known by children in the top and bottom quartiles is around 4000 words.   |  |                           |             |
|   | Further investment in quality texts to provide children with a language enriched environment<br><br>Further investment in dictionaries, thesauruses and language games                                     | Research suggests: 'Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual.' (Jane Harley Strategy Director, UK Education, Oxford University Press. | Pupil voice<br>Data impact on greater depth reading and writing  | Miss Etheridge/Mrs Carlin | Termly      |
|   | Books for reading scheme £620<br>Dictionaries etc. £750  | Evidence suggests that reading for pleasure is an activity that has social and emotional consequences. (Clark and Rumbold) 2006   |  |                           |             |
| A) The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.                     | Release time from class to cover 1:1 Feedback Learning conversations between teacher and pupil<br><br>CPD for all staff based on establishing relationships with pupils during 1:1 learning conversations. | EEF toolkit suggests that feedback has high impact (+8 months progress) for low costs. It focuses both the teacher and learner on actions required to achieve goals.  | Learning conversation logs<br><br>Observations<br><br>Staff/pupil voice<br><br>Data                            | Mrs Carlin                | Half termly |
|   | £7220 (French and Music Cover Tuesday pm)<br>£4560 (Friday Art cover)<br>£1200 ( ICT Cover Wednesdays)<br>CPD £500<br><b>Total: 13,480</b>   |   |  |                           |             |
|   | AH to be a pupil premium champion and released from class to monitor provision for PP pupils – implementing any necessary changes where needed.<br><br>Cost (£15,000 CTS)                                  | Leadership with a specific focus and related targets is a successful strategy for school improvement.   | Regular meetings between PP Lead and SLT<br><br>Book trawls<br><br>Pupil progress meetings<br><br>Observations | Mrs Carlin                | Termly      |
| A) The ability of PP pupils to spell and use new language both orally and in written  | Additional teacher recruited to work alongside the current two teachers in Early years to provide extra support with language acquisition.   | The EEF recommends that oral interventions linked to the importance of spoken language and verbal interaction in the classroom can have +5 months progress impact for low cost.   | Observations<br><br>Data   | Mrs Fox                   | Termly      |

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| work develops in line with whole school expectation.   |  |   |   |            |   |
|  | Cost: £30,000 salary costs   |   |   |            |   |
|  | WELCOM assessment and intervention to be implemented across EYFS by S&L therapist  | The EEF recommends that oral interventions linked to the importance of spoken language and verbal interaction in the classroom can have +5 months progress impact for low cost.   | WELCOM assessment data analysis   | Mrs Fox    | End of year   |
|  | Cost £ 2000 CTS  |   |   |            |   |
| C) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum. | <p>Enrichment Support through contributions to external and internal trips or experiences.</p> <p>Forest School</p> <p>Aspirations and career building within the curriculum</p> <p>Cost (£5,000 CTS for two staff to run Forest School)<br/>£1000 towards enrichment activities</p> | <p>Key findings from the Subject to Background Report March 2015 (P Sammans, K Toth, K Sylva)'Early years and primary school experiences, along with better home learning environments in the early years and up to the age of 7 provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage.'</p> <p>EEF recommends that outdoor learning can have a positive impact of +4 months on academic learning and evidence suggests there is greater impact for more vulnerable students.</p> | Evidence to be gathered by classes and presented in Cultural passports. | All Staff  | Mrs Carlin/Mrs Cowell to check passports every half term. |
| Total budgeted cost<br>£67, 870  |  |   |   |            |   |
| Targeted support   |  |   |   |            |   |
| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?                             | Staff lead | When will you review implementation?                      |

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| <p>B) Children develop a greater resilience to manage social and emotional barriers to learning.</p>  | <p>Learning mentors/HLTS and TA's to offer 1:1 or group support in lessons for targeted PP children with behavioural, social and emotional barriers to learning.</p>  | <p>EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. This may vary from addressing low level disruption to aggression and violence. The impact is +3 months progress.</p>                         | <p>Behaviour records to track impact in classes.</p> <p>Behaviour observations</p> | <p>Mrs Mackey and Mrs McMahon</p> | <p>Termly</p>  |
| <p>£30,000 CTS</p>  |   |   |  |                                   |  |
| <p>C) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.</p>   | <p>Brilliant Club Scholar's Programme to be launched for a selected group of children to access university style study programmes alongside a PHD researcher.</p> <p>Total: £1200</p>   | <p>Independent analysis by UCAS showed that 56% of year 12 pupils who previously accessed the scholar's programme progressed to a highly selective university compared to 30% of children from similar backgrounds.</p>   | <p>Pupil Voice</p> <p>Data</p> <p>Case studies</p>                                 | <p>Mrs Carlin</p>                 | <p>Launches March 2020</p>                             |
| <p>A) The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.</p> <p>B) Children develop a greater resilience to manage social and emotional barriers to learning.</p> | <p>Continue to deliver interventions that have been successful in previous years</p> <ul style="list-style-type: none"> <li>• Success@Arithmetic</li> <li>• Reading inference</li> <li>• Singapore Maths Intervention</li> <li>• Speech and language</li> <li>• Counselling for those with emotional well-being issues</li> </ul> | <p>Small group tuition enables the teacher or TA to focus exclusively on a small group of learners. It can be aimed as support for lower attainers, to improve progress or to teach challenging topics or skills. The EEF suggests an impact of +4 months progress.</p> | <p>Data impact for children in attendance of interventions</p> <p>Pupil voice</p>  | <p>Mrs Carlin</p>                 | <p>Termly</p>  |
| <p>Cost<br/>         £20,000 CTS for TA's across school<br/>         £5000 Speech and Language therapy<br/>         £3000 Counselling services<br/>         Total: 28,000</p>   |   |   |  |                                   | <p><b>Total budgeted cost</b><br/> <b>£59, 200</b></p> |

| Other approaches  |   |   |   |                             |   |
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| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead                  | When will you review implementation?  |
| B) Children develop a greater resilience to manage social and emotional barriers to learning. | Employ Learning Mentors to meet the increasing and complex needs of families.                                 | The school is located in a very deprived ward in the city. There are many families with multiple and complex needs and their needs impact directly on the children's well-being. The school provides intense support to a number of families and nurture to a number of pupils so two LM's are necessary.   | Regular meetings with the learning mentors to track these children.   | Mrs Forrest                 | Ongoing evaluation of how our school team meets the increasingly complex needs of our families. |
|   | Cost £20,000 CTS  |   |   |                             |   |
|   | Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day             | Increases attendance and ensures a positive start to the day for children.  | Regular meetings with the school attendance officer to ensure that families invited have improved attendance.<br><br>Pupil Voice<br><br>Data on entry compared to end of year | Mrs Mackey and Mrs McMahon  | End of year   |
|   | Cost £2,000 CTS   |   |   |                             |   |
|   | Thrive groups to be targeted at small groups of children or individuals by Thrive trained adults.             | EEF toolkit recommends this as adding an extra +4 months progress to expected progress over a year. EEF evidence surrounding interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions. On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | Thrive Assessments<br><br>Pupil and staff voice   | Mrs Mackey<br><br>All staff | Termly  |
|   | All teaching staff to continue to use Thrive approaches within classes alongside emotional coaching training. |   |   |                             |   |
|   | Cost: £2500 for THRIVE subscription<br>£10,000 CTS for Thrive practitioners                                   | Case studies from The Thrive approach website support the impact of these strategies in schools.  |   |                             |   |
| C) Attendance and aspirations of our PP pupils will increase to                               | Continue to employ an attendance officer to increase attendance of this group of pupils.                      | Attendance for PP pupils is lower than non PP pupils. If they do not attend regularly then they will not learn as much.   | Regular meetings with the attendance officer to track actions taken and the impact of those actions   | Mrs Carey                   | Track termly attendance data  |
|   | Cost: £8,000  |   |   |                             |   |

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| allow them to fully take part in the curriculum. | Involving parents in school life through: <ul style="list-style-type: none"> <li>- parental workshops</li> <li>- reading coffee mornings/afternoons</li> <li>- stay and play in EYFS</li> <li>- Advent and Easter craft sessions</li> <li>- Parent invites to English and Maths lessons</li> </ul> | EEF evidence suggests involving parents and parental engagement in supporting their child's academic learning has adds +3 months progress to progress. | Parent voice<br><br>Pupil voice | Mrs Carlin | Termly |
|  | Cost: £350 Materials for crafts  |  |                                 |            |        |

**Total budgeted cost**  
to date £42 850 +59 200 +67 870 = £169,920

### Whole School Overview of Pupil Premium Attainment – On Entry September 2019

| Year Group            | Overview  |
|-----------------------|---|
| Year 1<br>(4 pupils)  | On entry PP children at ARE: R = 0% W = 25% M = 50%<br>75% of PP are SEND   |
| Year 2<br>(9 pupils)  | On entry PP children at ARE: R = 78% W = 89%, M = 89%<br>11% of PP are SEND |
| Year 3<br>(7 pupils)  | On entry PP children at ARE: R = 43% W = 71% M = 71%<br>29% of PP are SEND  |
| Year 4<br>(14 pupils) | On entry PP children at ARE: R = 57% W = 43% M = 57%<br>43% of PP are SEND  |
| Year 5<br>(18 pupils) | On entry PP children at ARE: R = 78% W = 33% M = 56%<br>50% of PP are SEND  |
| Year 6<br>(22 pupils) | On entry PP children at ARE: R = 59% W = 46% M = 55%<br>36% of PP are SEND  |

## Review of expenditure

Previous Academic Year 2018-2019

### Quality of teaching for all

| Desired outcome   | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned (and whether you will continue with this approach)   |
|---|--|---|--|
| Increase the % of pupils working at ARE in reading, writing and mathematics | Continue to deliver the Maths No Problem approach to teaching Mathematics  | Mastery approach has become embedded across the whole school within delivery of maths lessons.<br>Results at the end of KS2 increased to 77%. Greater depth increased to 37%.<br>This year 63% of PP reached ARE in maths and 31% of PP achieved greater depth.<br>Last year 60% of PP reached ARE in maths and 5% of PP achieved greater depth.  | Challenge for the more able is still an area for development. Teachers need to consider ways to use questioning effectively in lessons to move more able learners on and consider how this can be recorded in their maths journals.<br>Deployment of EAs within lessons and use of EAs to intervene after. |
|   | Carry out regular learning conversations with class teachers to focus on progress of PP pupils ensuring assessment is used effectively to inform the quality of provision in the classroom | Regular learning conversations and book looks alongside teachers and PP lead have enabled staff to identify gaps in learning and target support towards this within first class teaching.   | Consider ways to incorporate 1:1 learning conversations between teacher and pupil to allow time to give tailored feedback to children to enable learning to be moved on and gaps in learning closed.   |
|   | Implement a new approach to the teaching of writing with a key focus on vocabulary and structured approach to writing effective sentences.   | In the autumn term the Write stuff approach was introduced into Year 6. Over the year this approach has been rolled out over the other classes through a coaching and observational approach. 4 staff have attended Write stuff training and CPD has been delivered within school by the English lead. Increase in % of children achieving ARE at the end of Year 2 and Year 6.<br>Overall writing has increased from 67% to 77% at end of KS2<br>Writing for PP children has increased from 58% to 69% at the end of KS2.<br>Overall writing has increased from 61% to 67% at the end of KSI<br>Writing for PP children has increased from 17% to 71% at the end of KSI. | Less impact seen on greater depth writing.   |
|   | Train AH to be a pupil premium champion and release from class to monitor provision for PP pupils – implementing any necessary changes where needed.                                       | Outcomes for PP children have increased this year (as detailed above).<br>10/16 PP children (63%) achieved RWM combined at the end of KS2 compared to 35% at the end of 2018.   | AH to continue as PP lead  |



| Targeted support   |   |   |   |
|--|---|---|---|
| Desired outcome  | Chosen action / approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned (and whether you will continue with this approach)  |
| Increase the % of pupils working at ARE in reading, writing and mathematics. | Increase the adult support in Early Years (in Nursery this year) to facilitate early intervention for PP pupils around language and communication   | Communication and Language<br>On entry 24/57 on track Listening, 3/57 on track for understanding and 0/57 on track for speaking.<br>July 43/57 on track in listening, 41/57 on track in understanding and 42/57 on track in speaking.   | The vocabulary gap is still significant in EYFS and work needs to continue towards building children's language and speaking skills.  |
|  | Deliver reading comprehension interventions for pupils not yet working at ARE   | The inference intervention was used in year 5 to target children working below age expected standards.<br>Of the 12 children who accessed the intervention over the year 4 reached age expected standard (33%).   | English lead to redeliver inference training across the school to enable the intervention to be targeted more across the whole school.  |
|  | Continue to deliver 1:1 Reading Recovery for targeted pupils in Y1  | 4 children have accessed reading recovery over the year. 3 of these 4 children have made accelerated progress. 1 of the 4 has been referred back to school for a SEND referral.   | Reading recovery to be continued to be delivered by English lead.   |
|  | Deliver 1:1 third space Mathematics tuition to targeted pupils throughout the Autumn, Spring and Summer Terms.  | In year 6 at the end of the autumn 5/13 children accessing Third Space had reached ARE in maths (38%). At the end of KS2 6/13 (46%) reached EXS standard in maths.<br>In year 5 at the end of the summer term 6 of the 8 children who accessed Third Space achieved ARE in maths. (75%) | The use of Third Space has shown significant gains in attainment. Programme not to continue next year.  |
|  | Continue to deliver interventions that have been successful in previous years <ul style="list-style-type: none"> <li>• Success@Arithmetic</li> <li>• Speech and language</li> <li>• Counselling for those with emotional well-being issues</li> </ul> | Across the year 7 Year 5 children were able to access Success@Arithmetic. 4 of these 7 children reached ARE in maths at the end of year 5 (57%)   | Staff trained to deliver the intervention has restricted the number of children who were able to be targeted. Singapore Maths No problem style also encourages teachers to regularly evaluate their own teaching daily to decide which children need intervention before the next lesson. |
| Other approaches   |   |   |   |
| Desired outcome  | Chosen action / approach  |   |   |

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| Increase the % of pupils working at ARE in reading, writing and mathematics. | Continue to employ an extra Learning Mentor to meet the increasing and complex needs of families.      | A number of families were supported via CAF's. The LM has supported families to secure accommodation and helped to furnish this through charity applications and donations enabling pupils to live in a safe and secure environment that helps their physical and emotional well-being. Counselling has been provided for both pupils and parents in school. | Approach to continue.  |
|  | Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day      | 39 children regularly attend breakfast club. Of these 15 are PP children.  | Continue to run breakfast club and encourage more families to access the service.  |
|  | Continue to employ an attendance officer to increase attendance of this group of pupils                | Over the year the attendance officer and deputy have met regularly to track the children with low attendance. Action has then been taken to meet with these families to address issues regarding attendance. Whole school attendance initiatives have also been implemented from the Spring term onwards.  | Attendance is still an area of concern and regular attendance meetings will continue to take place next year.  |
|  | Implement Thrive across the school   | 9 PP children have accessed additional Thrive regularly over the year for various social and emotional needs, including bereavement. Staff voice has reflected a positive impact on most of these children's behaviour in class.   | Thrive has been beneficial across the school and across small interventions. A high proportion of our children have emotional and social barriers to learning and the Thrive approach will need to continue next year. |
|  | Continue to pay for polish EAL support to cater for the 21% of pupils with Polish as a first language. | End of year data for EAL children in reading – impact on vocabulary<br>Yr1 – 56% at ARE, Yr2 – 84% at ARE, Yr3 65% at ARE, Yr4 77% at ARE, Yr5 – 72% at ARE Yr6 – 69% at ARE.  | EAL support to continue but not based on PP expenditure.   |