

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

Summary information					
School	St Augustine's Catholic Primary Coventry				
Academic Year	2020-21	Total PP budget	£104,910	Date of most recent PP Review	September 2019
Total number of pupils	400	Number of pupils eligible for PP	80	Date for next internal review of this strategy	Spring 2021

Current attainment – summer data 2019 (NO DATA FOR SUMMER 2020 due to cancellation of end of year assessments)				
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)				

A	Widening of attainment gap for disadvantaged children due to COVID pandemic.	
B	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	
C	Social and emotional barriers to learning for a large number of children across the school, including the effects of the COVID pandemic on mental well-being after being away from school for a number of months. 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> )		
D	Home circumstances effect parental support, aspirations, attendance and children's life experiences.	
Desired outcomes ( <i>Desired outcomes and how they will</i> )		Success criteria
A	Majority of PP children will make accelerated progress in RWM.	Children will be supported with their transition back to school following national school closures. Teachers will identify gaps in children's learning and targeted support will be identified to help children make appropriate progress. % of children at ARE across the school will be inline with non PP children in RWM.
B	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. Children's highlighted TAF grids will show spelling acquisition. % of PP children attaining age expected standard in writing will increase
C	Children develop a greater resilience to manage social and emotional barriers to learning.	Transition back into school is managed appropriately to support the emotional well-being of children so they are then ready to learn. Greater confidence demonstrated in lessons enabling them to make more sustained contributions across all lessons.
D	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. Increased outcomes for RWM combined.

Planned expenditure	
Academic year	2020-21
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?
<p>A) Majority of PP children will make accelerated progress in RWM.</p> <p>B) 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>C) Children develop a greater resilience to manage social and emotional barriers to learning.</p> <p>D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.</p>	<p>Achievement for all: The Achieving Schools Programme 2 year partnership for accelerating progress and attainment for schools and Early years focusing on closing the gap for vulnerable and disadvantaged children.</p>	<p>The Achieving Schools Social Impact Assessment report -2016, summarises the key findings. These key findings included: Between Autumn 2011 and Spring 2015 average yearly increases in participating schools in reading, writing and maths were notably above expected level of progress. Social outcomes included all 11 case study schools, where attendance and behaviour was an issue, the programme enabled schools to target and improve this. Overall the three key areas of impact were: parental engagement, improved pupil attainment and improved inclusivity of vulnerable children.</p>	<p>Work alongside programme coach to regularly monitor impact throughout the year.</p>	<p>Mrs Carlin AFA Coach</p>	<p>Half-termly</p>
	<p>£5950 per year for two years</p>				
<p>A) Majority of PP children will make accelerated progress in RWM.</p> <p>B) 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>Reading comprehension strategies: Structure of guided reading sessions to be remodelled to allow time for whole class reading, sharing of quality texts, and promotion of reading for pleasure.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. EEF toolkit suggests that effective teaching of reading strategies has +6 months impact.</p>	<p>Work alongside English lead to ensure impact is monitored regularly and any changes are made swiftly to the organisation of reading sessions.</p> <p>Pupil voice</p> <p>Analysis of reading assessments</p>	<p>Mrs Carlin Miss Etheridge</p>	<p>Termly</p>
	<p>£0</p>				
<p>A) Majority of PP children will make accelerated progress in RWM.</p> <p>B) 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>Release time from class to cover 1:1 Feedback Learning conversations between teacher and pupil</p>	<p>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.</p>	<p>Learning conversation logs</p> <p>Observations</p> <p>Staff/pupil voice</p> <p>Data</p>	<p>Mrs Carlin</p>	<p>Half termly</p>
	<p>CPD for all staff based on establishing relationships with pupils during 1:1 learning conversations.</p>				
	<p>£7000</p>				
	<p>AH to be a pupil premium champion and released from class to monitor provision for PP pupils – implementing any necessary changes where needed.</p>	<p>Leadership with a specific focus and related targets is a successful strategy for school improvement.</p>	<p>Regular meetings between PP Lead and SLT</p> <p>Book trawls</p>	<p>Mrs Carlin</p>	<p>Termly</p>

	£10,000 CTS		Pupil progress meetings Observations		
A) Majority of PP children will make accelerated progress in RWM. B) The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.	WELCOM assessment and intervention to be implemented across EYFS  £1000	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
D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	Enrichment Support through contributions to external and internal trips or experiences.  Forest School  Aspirations and career building within the curriculum  TBC	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.'  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.	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: 23 950

### 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?
C) Children develop a greater resilience to manage social and emotional barriers to learning.	Learning mentor/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.  £40,000 CTS	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.	Behaviour records to track impact in classes. Behaviour observations during learning walks.	Mrs McMahon	Termly

D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	Brilliant Club Scholar's Programme to be launched for a selected group of children to access university style study programmes alongside a PHD researcher.	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.	Pupil Voice Data Case studies	Mrs Carlin	End of Autumn Term
A) Majority of PP children will make accelerated progress in RWM.	Deliver small group and 1:1 intervention to provide targeted support for children. £5000 CTS	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.	Data impact for children in attendance of interventions Pupil voice	Mrs Carlin	Termly

Total budgeted cost £45000

### Other approaches

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?
C) Children develop a greater resilience to manage social and emotional barriers to learning. D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	Employ a Learning Mentor to meet the increasing and complex needs of families. £27,000 Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day	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. Increases attendance and ensures a positive start to the day for children.	Regular meetings with the learning mentors to track these children. Regular meetings with the school attendance officer to ensure that families invited have improved attendance.	Mrs Forrest Mrs McMahon	Ongoing evaluation of how our school team meets the increasingly complex needs of our families. End of year

	£2000		Pupil Voice		
	Thrive groups to be targeted at small groups of children or individuals by Thrive trained adults.  All teaching staff to continue to use Thrive approaches within classes alongside emotional coaching training.	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.  Case studies from The Thrive approach website support the impact of these strategies in schools.	Thrive Assessments  Pupil and staff voice	Mrs Mackey  All staff	Termly
	£3000				
C) Children develop a greater resilience to manage social and emotional barriers to learning D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	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
	£6000				
	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  Pupil voice	Mrs Carlin	Termly
	ON HOLD DUE TO COVID				
Total budgeted cost to date £38 000					

### Whole School Overview of Pupil Premium Attainment – On Entry September 2020

Year Group	Overview
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Year 1	8 Pupil Premium children in cohort. 2 of the 8 are also SEND.
Year 2	7 Pupil Premium children in cohort. 5 of the 7 are also SEND.
Year 3	13 Pupil Premium children in cohort. 2 of the 13 are also SEND.
Year 4	11 Pupil Premium children in cohort. 5 of the 11 are also SEND.
Year 5	18 Pupil Premium children in cohort. 8 of the 18 are also SEND.
Year 6	19 Pupil Premium children in cohort. 8 of the 19 are also SEND.

Review of expenditure			
Previous Academic Year 2019-20			
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)
<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>Implementation of Bonus Talk words, from The Write Stuff, across Years 1-6</p> <p>Spelling Bee competition</p>	<p>The introduction of bonus words took place during the start of the spring term. Therefore, due to lockdown, it has been difficult to monitor the impact these have made to children's vocabulary across the curriculum.</p> <p>Spelling Bee competition has enabled a consistent approach to spelling to run across the whole school. Spelling tests are now carried out on regular occasions across all schools and parents are provided with support at home through our spelling journals</p>	<p>Bonus words will be rolled out more systematically across the whole school next year and will support the further development of the Write stuff approach used in English teaching.</p> <p>Spelling – teachers will make greater use of the spelling journals to increase the links with parental support.</p>
	<p>Further investment in quality texts to provide children with a language enriched environment</p> <p>Further investment in dictionaries, thesauruses and language games</p>	<p>Purchase of dictionaries and thesauruses has had an impact across the board as children are more able and willing to check spellings and investigate language in English lessons.</p>	<p>Continue to find ways to help aid children with their vocabulary acquisition to help close the vocabulary gap.</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>Release time from class to cover 1:1 Feedback Learning conversations between teacher and pupil</p> <p>CPD for all staff based on establishing relationships with pupils during 1:1 learning conversations.</p>	<p>Staff voice showed that all teachers delivering the 1:1 sessions found them beneficial in developing personal relationships with their PP pupils. Impact was monitored through teachers evaluation of pupils in September compared with a mid-point review in March. Staff were asked to comment on children's behaviour, confidence, and resilience. All staff noted a change in all these areas within all their children.</p> <p>Pupil voice also recorded the positive impact on pupils. One child commented on how she valued the special time she got to spend on her own with just her and the teacher.</p>	<p>Feedback still continues to remain a high priority for closing the attainment gap between disadvantaged children and non-disadvantaged children.</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>Additional teacher recruited to work alongside the current two teachers in Early years to provide extra support with language acquisition.</p>	<p>The additional teacher's role and focus was constantly changed as she was required to step in to cover absences. This impacted on the way that she was used to work on the specific areas outlined original (Language acquisition). In response to the outcomes of the Autumn data, a new initiative – Reading Enrichment – was introduced in the spring term to support vocabulary and reading development for all children. Data shows that this had a positive impact on children's development in reading, writing and communication and Language.</p>	<p>Next academic year the staffing structure in EYFS will return to as it was the previous year.</p>
	<p>WELCOM assessment and intervention to be implemented across EYFS by S&amp;L therapist</p>	<p>All WELCOM assessments were carried out by the additional teacher in Reception within the first few weeks of September and the outcomes used to inform planning and to tailor specific support for individuals and groups. The additional teacher was then able to deliver relevant interventions as a result. Referrals were made to Pepper Therapy for more in-depth assessments. In total 8 children received weekly support from the therapist. 3 PP children benefited from the extra interventions in Reception and 2 PP children in nursery.</p>	<p>WELCOM assessments will continue to be used to assess the children on entry to school to enable interventions to be put in place as soon as possible.</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>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>Planned aspirations week didn't go ahead as scheduled for Summer term 2.</p>	<p>Changes have been made to the current curriculum ready for the next academic year and staff will be encouraged to make greater use of enrichment activities through external and internal visits.</p>

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)
B) Children develop a greater resilience to manage social and emotional barriers to learning.	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.	Targeted 1:1 support has predominantly focused on a group of four children in Rec and Year 1 who have experienced difficulties coping with their class settings. Additional 1:1 support has been required to help these children reintegrate themselves back into the class.	
C) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	Brilliant Club Scholar's Programme to be launched for a selected group of children to access university style study programmes alongside a PHD researcher.	Brilliant club unable to go ahead as scheduled in the summer term.	Brilliant Club to be carried out as soon as it is safe to do so in school. Plan is for delivery in Autumn Term if safe to do so.
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.  B) Children develop a greater resilience to manage social and emotional barriers to learning.	Continue to deliver interventions that have been successful in previous years <ul style="list-style-type: none"> <li>• Success@Arithmetic</li> <li>• Reading in inference</li> <li>• Singapore Maths Intervention</li> <li>• Speech and language</li> <li>• Counselling for those with emotional well-being issues</li> </ul>	Regular pupil progress meetings throughout the start of the year have enabled pupils to be identified for these interventions. Pupils have been targeted based on their current attainment.	Maths No problem style continues to encourage teachers to regularly evaluate their own teaching daily to decide which children need intervention before the next lesson and will continue next academic year.

### Other approaches

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)
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.	During lockdown, learning mentors have kept in regular contact with our vulnerable children. They have provided a number of families with technology to support home learning. They have visited 40 families to provide food and meal vouchers.	Approach to continue
	Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day	49 children are on role at the school's breakfast club of which 21 attend regularly.	

	<p>Thrive groups to be targeted at small groups of children or individuals by Thrive trained adults.</p> <p>All teaching staff to continue to use Thrive approaches within classes alongside emotional coaching training.</p>	<p>Staff across the school continue to value the use of Thrive in their classrooms to help support behavioural and emotional needs of children in their classes. All classes have a Thrive area which children can access as and when required.</p>	<p>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.</p>
<p>C) Attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.</p>	<p>Continue to employ an attendance officer to increase attendance of this group of pupils.</p>	<p>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. As of 3<sup>rd</sup> March the attendance for the whole school was 95.3%. For PP children attendance was 91.9%. 12/25 pupils with attendance under 85% were PP. 18/49 with attendance below 90% were PP. 24/68 pupils with attendance below 92% were PP.</p> <p>Compared with last year 5 PP children who regularly had poor attendance improved to 96% and above.</p>	<p>Attendance is still an area of concern and regular attendance meetings will continue to take place next year.</p>
	<p>Involving parents in school life through:</p> <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> </ul> <p>Parent invites to English and Maths lessons</p>	<p>Learning mentors have offered various workshops including Triple P Parenting, Autism Awareness supported by the Complex Communications Team.</p>	<p>Attendance to these parental events were very low however reaching out to parents is still a vital tool in closing the gap for our PP children and will continue to find ways next academic year to do this.</p>