

## 1.0 Pupil Premium Strategy Statement:

1. Summary information					
<b>School</b>	St Austin's RC Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£84,780	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	208	<b>Number of pupils eligible for PP</b>	48	<b>Date for next internal review of this strategy</b>	Oct 2019

2. Current attainment			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
<b>Year 6 % Expected Standard in Reading</b>	57	74	
<b>Year 6 % Expected Standard in Writing</b>	57	70	
<b>Year 6 % Expected Standard in Mathematics</b>	71	65	
<b>Year 6 Year 6 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	57	61	
<b>Year 5 % Expected Standard in Reading</b>	75	78	
<b>Year 5 % Expected Standard in Writing</b>	67	67	
<b>Year 5 % Expected Standard in Mathematics</b>	83	78	
<b>Year 5 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	67	61	
<b>Year 4 % Expected Standard in Reading</b>	67	79	
<b>Year 4 % Expected Standard in Writing</b>	67	63	
<b>Year 4 % Expected Standard in Mathematics</b>	67	75	
<b>Year 4 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	67	58	

<b>Year 3 % Expected Standard in Reading</b>	50	70	
<b>Year 3 % Expected Standard in Writing</b>	50	75	
<b>Year 3 % Expected Standard in Mathematics</b>	38	75	
<b>Year 3 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	25	70	
<b>Year 2 % Expected Standard in Reading</b>	60	80	
<b>Year 2 % Expected Standard in Writing</b>	60	75	
<b>Year 2 % Expected Standard in Mathematics</b>	50	75	
<b>Year 2 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	40	65	
<b>Year 1 % GLD in Reading</b>	63	63	
<b>Year 1 % GLD in Writing</b>	63	63	
<b>Year 1 % GLD in Number</b>	63	63	
<b>Year 1 % GLD in SSM</b>	63	63	
<b>Year 1 % GLD at the end of Reception</b>	63	63	

### **3. Barriers to future attainment (for pupils eligible for PP including high ability)**

#### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

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| <b>A.</b> | Pupils enter school with low level communication and language skills which impact upon their language and phonics development which will impact negatively of reading and writing progress in subsequent year. |
| <b>B.</b> | Only 57% of current Year 6 cohort who are eligible for PP working at the expected standards in Reading, Writing and Maths.   |
| <b>C.</b> | In the current Year 2, 3, 4 and 5 cohort an in-school gap exists in Reading between PP and Non-PP Pupils.  |
| <b>D.</b> | PP Pupils attainment in Mathematics coming out of KS1 and within the Key Stage is significantly lower than Non PP pupils.  |

#### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

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| <b>E.</b> | Attendance rates for school are below national averages. |
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<b>F.</b>	A number of pupils display social and emotional difficulties which can manifest in behavioural problems, feelings of anxiety or stress and difficulties with friendship groups which can contribute to low-attainment levels.
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<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve phonic and language skills across EYFS and KS1 pupils eligible for PP.	Communication and Language strand in EYFS to be in line with Local/National Averages No gap to exist in the Phonics screening test between PP and Non-PP pupils In-house tracking identifies pupil progress in Reading and Writing
<b>B.</b>	Higher levels of attainment for those pupils who are eligible for PP in Reading, Writing and Mathematics in Year 6 reducing the gap between pp and non-pp pupils of year group.	Improvement of pp pupils attainment in Reading, Writing Maths combined by end of KS2 to be at least in line with other pupils.
<b>C.</b>	Reading skills of PP pupils improve into Y2, Y3, Y4 and Y5 reducing the gap between PP and Non PP pupils.	Level of attainment for PP pupils aligned with Non PP pupils in end of year assessment outcome in Reading.
<b>D.</b>	Raise standards of mathematics in KS1 and KS2 for all pupils.	A rise in the targeted groups knowledge and understanding in mathematics to be assessed via in-house intervention criteria. Close in-school Gap for pupils in Y2, Y3 and Y4. PP Pupils attainment in mathematics to be at least in line with other pupils at the end of KS1.
<b>E.</b>	Increased attendance rates of PP and non-PP pupils.	Reduce the number of persistent absentees among FSM pupils to be in-line with the national average.
<b>F.</b>	Develop pupils' social and emotional well-being.	Improvement of pupils' behavioural issues as monitored in record system Positive pupil voice from 'play therapy' sessions.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved phonic and language skills.	Phonics development programme.	Many different evidence sources, e.g. EEF Toolkit suggest Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading and that that expertise is a	Phonics programme selected using evidence of effectiveness. Employment of a HLTA to manage and deliver programmes.	Literacy Co-ordinator/HLTA	Ongoing

		key component of successful teaching of early reading.	Staff ongoing training needs to be met through in-house and external agencies. Audit of required materials to be carried out. School time-tabling to be organised to ensure delivery. Assessment to be ongoing with reporting to Head Teacher and School Governors.		
C. Improved reading and writing skills in KS2	Adaptation of Accelerated Reader to motivate, monitor and assess Reading progress from pupils in Year 2 up to Year 6	To improve Reading and Writing skills we want to invest some of the PP funding in establishing Accelerated Reader within our school. The EEF identified this approach as to be effective for weaker readers as a catch up intervention. We believe that this can be employed for some pupils at the end of KS1 and across KS2 to improve Reading skills and in the longer term impact upon pupils' writing.	Purchase of programme and training. The EEF identified that one of the main requirements for successful implementation is a well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula. Therefore library software will be sourced and books banded throughout the autumn term. Timetabled access to the computer suite for each class. HLTA/TA to lead management. Timescales set for implementation. Parents to be informed. Monitoring of impact and pupil usage. Termly assessments to assess progress. Points system to be embedded into whole school awards system	Headteacher /Deputy/Literacy Co-ordinator/HLTA	Ongoing
D. Raise Standards in Mathematics	CPD for mastery approaches to teaching throughout the school.	According to the EEF, there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. The EEF also state that mastery learning may also be more effective when used as an occasional or additional teaching strategy as the impact decreases for longer programmes of over 12 weeks or so. In light of the EEF recommend that schools may wish to consider using mastery learning for particularly challenging topics or concepts, rather than for all lessons.	Purchased scheme of Singapore Maths in Year 1 and Year 2 to embed the basics for maths mastery to be maintained. Resources for Mastery to be purchased. Termly assessments to be purchased to assess impact.	Headteacher /Maths Co-ordinator.	Ongoing

D. Raise standard of mathematics	Mathletics as supplement for teaching	The EEF states that +4 months impact can be gained through the use of digital technology. Therefore some of the pp funding will be used to part-fund the license for the award winning 'Mathletics' programme. This will be used to develop to motivate pupils with further develop more able pupils through higher level challenges.	Purchase of mathletics license. Teacher training delivered. Communication with parents. Awards assembly to distribute certificates. Pupil award display. Tracking of pupil usage. Pupil survey to assess pupil attitudes. Tracking of pupil progress.	Head Teacher/Mat hs Co-ordinator	Ongoing
<b>Total budgeted cost</b>					£41,760.50

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved phonic and language skills.	1-to-1 and small group provision One-to-One (Read Write Inc).  Language and speech link intervention.	Some of the students need targeted support to catch up. The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links with normal teaching. Phonics one to one is explicitly linked to the whole school programme of RWI and the LL programme has shown to be effective. Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension (EEF). Some studies show slightly larger effects for pupils from disadvantaged backgrounds.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ongoing assessment to be carried out into effectiveness. Reports to HT and SG.  Purchase of Language link and Speech link programme. Trained HLTA to deliver programme. Pre and post assessment. Pupil progress tracking.	Reception class teachers/HLTA/ Lit Co	Ongoing
B. Higher Level of attainment for PP pupils in Year 6	Short regular one-to-one and small group sessions in R/W/M with schools SLE in Mathematics and Literacy Specialist in addition to standard lessons.  Weekly differentiated booster sessions - afterschool.	We want to provide extra support to ensure a higher attainment level. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget. Impact overseen by Literacy/Numeracy co-ordinator including Reading Age Spelling Age. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Year 6 Teacher/SE NCO/Head teacher	Ongoing

C. Improved Reading and Writing Skills of PP in KS2	Small group provision across KS2 (x3 weekly which follows a designated evaluated Reading/Writing programme in addition to standard lessons.	The EEF Toolkit identifies recent evaluations of 'Fresh Start' – a phonics based reading programme for older children as impacting positively on struggling readers. We want to identify groups of PP pupils across KS2 to target and improve outcomes	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ongoing assessment to be carried out into effectiveness. Engage with parents. Pre and post intervention monitoring by SLT	Literacy Co-ordinator/HL TA/SENCO	Oct 2019
D. Raise standards in Mathematics	Small group tuition across KS2 (x3 weekly) following a designated evaluated Mathematics programme.  TA Training in Maths Mastery approaches.	As previously stated small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Furthermore, in a recent study in which our school took part through the National College the 'Numicon Intervention Programme' was identified as successfully narrowing the gap between pp and non-pp pupils. Therefore we wish to target PP-pupils, who are below ARE with the most relevant programme across Key Stages to help fill gaps in maths knowledge and understanding.	TA trained to manage, deliver and track the Numicon Intervention Programme and to manage Rising Stars maths intervention programme. Training of all TAs in Maths Mastery approach Training of Class linked TAs to deliver intervention programme and record and monitor the programme. Teaching and preparation time Pre and post programme assessment every termly. Communication with parents.	Numeracy Co-ordinator/Lead TA	Oct 2019

**Total budgeted cost** £31 983.50

### iii. 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?
E. Increased attendance rates	Employment of EWO.	We can't improve attainment for children if they aren't actually attending school. The EEF Toolkit identifies the use of sports as an 'enticement' for pupils to engage.	Monitoring of student attendance records. First and third day contact. Cross analysis of attendance and days in which sports clubs are taking place within the school to identify impact. Celebration of improved attendance. Report to SLT from EWO on termly basis. Parent meetings.	Office Manager/EWO	Oct 2019
F. Develop pupils social and emotional Well Being	Provision of 'play therapy'  Social Skills Groups  Pupil access to breakfast club	The EEF Toolkit states that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Taking this into consideration and a renewed focus on 'mental health' we want to use some of the pupil premium to fund developing 'well-being' of pupils and staff throughout the school.	Audit at beginning to identify particular areas to focus Action plan developed to address these particular needs with timescales and objectives set. CPD Training Summer audit to identify progress towards goals. External auditor to validate findings. Trained TA to carry out 'play therapy' sessions	SENCO/Safeguarding Officer	Oct 2019

		As part of this we want to ensure that pupils are beginning their school day in the best possible way so for those pupils who will benefit from this - we want to offer breakfast club sessions which will include a healthy breakfast.	impact assessed through pupil voice questionnaires. Trained TA to carry out 'social skills' intervention – impact to be monitored through pre and post assessment.		
<b>Total budgeted cost</b>					£11,036

<b>Review of expenditure and evaluation</b>				
Previous Academic Year		2017/18		
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact:</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>A. Improved phonic and language skills</b>	Phonics development programme.  121 small group provision	50% of disadvantaged pupils achieved GLD however this only consisted of 4 pupils compared to 73% of 26 non-pp pupils. 70% of PP Pupils attained the Phonics benchmark in Year 1 compared to 80% of non-pp. This is in-line with the national picture.	This dual approach has again been successful in minimising the in-house gap of pp and non-pp pupils. This approach will be maintained. However, pupils at risk of not attaining benchmark should be identified earlier in the year with a specific individualised programme put in place more rapidly.	£24,538
<b>B. Improvement of pupils Oracy skills</b>	Language and Speech Link Intervention	50% of PP pupils attained the learning goals of communication and language in 2018 compared with 73% of non-pp.  In-house tracking of Language Link used in the early years has shown definite progress for language development. With 45% of pupils achieving the maximum score.  67% of PP Pupils attained the expected standard at the end of KS2 in 2018 in GPS.	Although at the end of EYFS there is a gap of 23% between pp and non-pp pupils, it should be noted that the pp co-hort was made up of only 4 pupils. Only 3 questions related to Standard English and Formality in the KS2 assessment with greater emphasis placed and a significant gap in KS2 found in pupils' response to grammatical terms and word class – therefore greater emphasis should be placed on this. This chosen programmes will be maintained for the early years as it has been seen to have a greater impact where	£17,264
<b>C. Higher level of attainment for PP pupils in RWM in Y6 reducing gap</b>	Short regular 121 and small group interventions with SLE in Mathematics and Literacy Specialist in addition to standard lessons.  Weekly differentiated booster sessions after school	The percentage of PP pupils attaining the expected standard in RWM improved by 13% to 40%.	This approach, although expensive, does make definite gains and has done in the previous 2 years. This will be maintained.	£21,500
<b>D. Reading Skills of PP pupils to improve in Y2-</b>	Adaptation of Accelerated Reader	Year 5 57% of PP Pupils reached expected standard in reading as with the previous year	Acc Read come initiative didn't come into full effect until January 2018 as there needed to be a	

Y5	Small group provision across KS2 by HLTA	Year 4 75% of PP pupils reached the expected standard an improvement of 17% from the previous year Year 3 50% of PP pupils reached the expected standard as with the previous year. Year 2 51% of PP Pupils reached the expected standard.	redesign of the school library to allow for compatibility with the programme. Early in-house tracking seems to indicate some positive impact on PP readers. This is a long term strategy and will be maintained for another year at least to allow for and will be assessed again for effectiveness and impact.	£4 871
<b>E. Raise the standards of mathematics in KS1 and KS2 of all PP previously identified as not on track.</b>	CPD for mastery approach.  Mastery intervention programme  External training of TAs in Maths Mastery  Mathletics	60% of Pupils undertaking Numicon Intervention Programme have reached 100% and can move off the programme.  29% of disadvantaged pupils attained the expected level of development at KS1 a decline from the previous year.  There was a marked improvement on Key Stage 2 scores for disadvantaged pupils rising from 36% of PP pupils reaching the expected standard in 2017 to 53% of pupils reaching the expected standard in 2018.	The use of matheletics as a motivator for pupils has had definite impact and its usage throughout the school will be extended as a way to help motivate pupils to engage in mathematics outside of the classroom.  Training of TAs has helped improve their understanding of mathematics pedagogy which has been evidenced in class.  Some PP funding should be used to further enhance the mastery approach to mathematics throughout the school.	£13 031
<b>F. Increased attendance rates of PP and non-PP pupils</b>	Employment of the EWO	9.8% of PP pupils were persistent absentees.	This has seen an increase which is above the National average by 1.5%. Further action needs to be taken to reduce this outcome.	£3 400
<b>G. Develop pupils' social and emotional well-being</b>	Attainment of the well being award Provision of 'play therapy' Social Skills Groups Pupils access to breakfast club	Only 8.8% of behaviour incidents recorded in 2017/2018 are by PP pupils. All pupils undertaking 'social skills' groups made progress gains evidenced in the in-house tracking of the programme. Surveys carried out into pupil wellbeing showed no discernable difference between FSM and NonFSM pupils. All pupils accessing the 'play therapy' sessions have shown a positive attitude towards the sessions.	The well-being award is pending and no further spending will be required specifically for this programme. The remaining approaches will be taken through for another year.	£11,036