

# Pupil premium strategy statement:

1. Summary information					
School	St Austin's RC Primary School				
Academic Year	2016/17	Total PP budget	£91 160	Date of most recent PP Review	n/a
Total number of pupils	235	Number of pupils eligible for PP	69	Date for next internal review of this strategy	Jan 2017

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>
% who achieved Expected Standard in reading, writing and maths end of KS2 2016	27%	47%	60%
% Expected Standard in reading from Y1-Y6 on entry	38%	78%	
% Expected Standard in writing from Y1-Y6 on entry	36%	73%	
% Expected Standard in maths from Y1-Y6 on entry	44%	64%	
% on track for Expected Standard on entry into Y6 in Reading, Writing and Maths	27%	50%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Phonic and language skills in Reception/KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
<b>B.</b>	Majority of current Year 6 cohort who are eligible for PP are below the expected standards in Reading, Writing and Maths.
<b>C.</b>	In the current Year 3, 4 and 5 cohort a gap exists in Reading and Writing skills between those eligible for PP and those who are not.
<b>D.</b>	A gap in numeracy can be identified in PP pupils from Years 2-5 in number and mathematical understanding.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for pupils eligible for PP are lower than non-PP students. This reduces their school hours and causes them to fall behind on average.

<b>F</b>	A group of pupils eligible for PP display having difficulties in Social and Emotional aspects of their learning. This can lead to difficulties with friendship groups which can cause them to fall behind.
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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.	Pupils eligible for PP in Reception/KS1 make rapid progress in Reading and Writing by the end of the EYFS/KS1 so that no significant gap exists.
<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 so that the significant gap in Reading Writing and Maths decreases by at least 30%.
<b>C.</b>	Reading and writing skills improve of PP pupils improve into Y3, Y4 and Y5 reducing the gap between PP and Non PP pupils	Level of attainment for pupils eligible for PP is closer aligned to non PP pupils. This is to be measured in Y3, Y4 and Y5 by teacher assessment and moderation practices.
<b>D.</b>	Raise standards of mathematics in KS1 and KS2 of all PP previously identified as 'not on track'.	A rise in the targeted groups knowledge and understanding in mathematics to be assessed via in-house intervention criteria.
<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 in targeted groups throughout the school	Improvement of pupils behaviour and motivation as monitored through scaled pre and post intervention assessments.

5. Planned expenditure					
Academic year	2016/17				
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.					
i. 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. 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 key component of successful teaching of early reading.	Phonics programme selected using evidence of effectiveness. Employment of a HLTA to manage and deliver programmes. 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.	Literacy Co-ordinator/HLTA	Jan 2017
C. Improved reading and writing skills in KS2	Whole school approach to pupil self-regulated strategies.  Implement whole school strategy for spelling punctuation and grammar.  Implement new scheme for handwriting and presentation.	We want to invest some of the PP in longer term change that will help all pupils. The EEF Toolkit identifies that 'metacognition and self-regulated strategies' can effectively improve academic outcomes. We believe that a variant of this can be employed across KS2 to improve writing quality via planning, self-correction and peer assessment. A key focus will be on spelling, punctuation, grammar and handwriting identified as a need via PP Review.	Research to identify suitable programme if required and purchase of resources. Staff training on teaching approaches. School trips and experiences to be organised to ensure writing is experiential. Implementation of new schemes for SPaG and handwriting and presentation. Effective systems of assessment (delivery, tracking and monitoring) to include Termly Assessments, Learning Walks, Book Scrutiny, Pupil Progress meetings, Pupil Interviews.	Headteacher /Deputy/Literacy Co-ordinator.	June 2017
<b>Total budgeted cost</b>					£22 820

<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 of Language Link and Phonics One-to-One (Read Write Inc).	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.	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.	Reception class teachers/HL TA	Jan 2017
B. Higher Level of attainment for PP pupils in Year 6	Short regular (3 times weekly) one-to-one and small group sessions in R/W/M with experienced teacher 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	Jan 2017
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	Jan 2017
D. Raise standards in Mathematics	Small group provision across KS2 (x3 weekly) following a designated evaluated Mathematics programme.	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 this programme across Key Stages to help fill gaps in maths knowledge and understanding.	Training of x2 TAs by external agencies. Teaching and preparation time and required resources out of PP budget. Pre and post programme assessment every 12-15 weeks. Engage with parents. Termly reports to HT and SG	Numeracy Co-ordinator/Lead TA	Jan 2017

<b>Total budgeted cost</b>					£48 990
<b>iii. Other approaches</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>
E. Increased attendance rates	Employment of EWO.  Use of sports clubs to incentivise attendance	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.	PE Co-ordinator/Office Manager/EWO	Jan 2017
F. Develop children's social and emotional well-being	Social Skills Groups  Mental health support  Funding of Ed Psychologist.	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.	HLTA to deliver a specific programme and to monitor and evaluate pupils' progress.  Staff training by external agency Moderation by SLT via Lesson Observations and Planning Scrutiny if practices are embedded in routine teaching.	Head Teacher/Deputy	Jan 2017
<b>Total budgeted cost</b>					£19 350

<b>6. Review of expenditure – to follow</b>					
<b>Previous Academic Year</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>

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<b>7. Additional detail</b>				
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.  Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>				