

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)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	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.	Majority of current Year 6 cohort who are eligible for PP are below the expected standards in Reading, Writing and Maths.
C.	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.
D.	A gap in numeracy can be identified in PP pupils from Years 2-5 in number and mathematical understanding.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	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.
F.	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.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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%.
C.	Reading and writing skills 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.
D.	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.
E.	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.
F.	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/Mr W.	June 2017
Total budgeted cost					£22 820

ii. 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?
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
Total budgeted cost					£48 990

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. 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
Total budgeted cost					£19 350

6. Review of expenditure and evaluation

Previous Academic Year				
Quality Teaching for all / 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)	Cost
A. Improved phonic and language skills.	Phonics development programme – EYFS	The attainment level of PP pupils in Reading and Writing improved by 24% in both areas. This reduced the attainment gap between pp and non pp pupils in Reading (by 27%) and Writing (by 27%) from the previous year.	This double focused approach has been very successful in improving phonic and literacy skills and will be maintained in 2017/2018 – an increased budget will be necessary to purchase new materials.	£35,330.20

<p>A. Improved phonic and language skills.</p>	<p>Phonic development programme – KS1</p> <p>1-to-1 and small group provision of Language Link and Phonics One-to-One (Read Write Inc).</p>	<p>At Year 1 no gap exists between PP and non-pp pupils - 86% pass rate for pp and 86% for non-pp pupils.</p> <p>End of KS1 Reading and Writing attainment improved for PP Pupils at the end of KS1 and the in-school attainment gap narrowed between pp and non pp pupils.</p> <p>Reading attainment progressed from 33% to 50% for PP Pupils while Non-PP pupil's attainment in Reading remained relatively the same in 2016 (72%) and 2017 (71%).</p> <p>The in-school attainment GAP between PP and Non PP pupils narrowed from 39% in 2016 to 21% in 2017.</p> <p>Writing attainment improved from 25% in 2016 to 50% in 2017 for PP Pupils. Non-pp pupil's attainment also improved in 2017 to 69% from 63% on the previous year.</p> <p>The in-school attainment gap between pp and non pp pupils narrowed from 36% to 17% in writing.</p> <p>% of pp pupils secure at the end of KS1 in RWM improved from 25% in 2016 to 50% in 2017.</p> <p>Non-pp pupils' attainment in RWM also improved from 50% in 2016 to 62% in 2017.</p> <p>In-school attainment gap narrowed in RWM from 25% to 12% between pp and non-pp pupils.</p> <p>Percentage of pupils achieving the expected standard or above in Reading increased from 57% in 2016 to 65% in 2017.</p> <p>Percentage of pupils achieving the expected standard or above in Writing increased from 47% in 2016 to 61% in 2017.</p>	<p>This is a very successful approach that has definite impact and will be maintained next year.</p>	
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<p>B. Higher Level of attainment for PP pupils in Year 6</p>	<p>Short regular (3 times weekly) one-to-one and small group sessions in R/W/M with experienced teacher in addition to standard lessons.</p> <p>Weekly differentiated booster sessions - afterschool.</p>	<p>Although the percentage of those attaining the expected standard in Reading, Writing and Maths did not improve on the previous cohort for the total number of pp pupils in 2017, of those pupils who joined St Austin's RC prior to Year 5 did – where there was a 4% improvement in the number of pupils attaining the expected level in Reading and 4% improvement in Mathematics.</p> <p>% of all pupils achieving the expected standard in Reading improved from 39% in 2016 to 60% in 2017.</p> <p>% of pupils achieving the expected standard in Maths improved from 46% in 2016 to 60% in 2017.</p> <p>18% of pp-pupils achieved a higher level score in Mathematics compared to 26% of non pp-pupils.</p> <p>9% of pp-pupils achieved a higher level score in Reading compared to 16% of non-pp pupils.</p>	<p>This approach will be modified with a change of personnel to have English and Maths Specialists to deliver the small group intervention.</p> <p>After school booster groups helped to challenge more-able pp-pupils and will be maintained next year.</p>	<p>£20,676.90</p>
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<p>C. Improved reading and writing skills in KS2</p>	<p>Whole school approach to pupil self-regulated strategies.</p> <p>Implement whole school strategy for spelling punctuation and grammar.</p> <p>Implement new scheme for handwriting and presentation.</p> <p>Small group provision across KS2 (x3 weekly which follows a designated evaluated Reading/Writing programme in addition to standard lessons.</p>	<p>The % of PP pupils working at the expected level in Reading across Year 3, 4 & 5 has improved by 17% on 2016 scores to 62% in 2017.</p> <p>The % of PP pupils working at the expected level in Writing across Year 3, 4 & 5 has improved by 17% on 2016 scores to 50% in 2017.</p> <p>In 2017 the in-school gap between pp and non-pp in Reading has narrowed from 33% in 2016 to 6% in 2017 with 68% of non-pp pupils on-track.</p> <p>In 2017 the in-school gap between PP and non-pp pupils in Writing has narrowed from 40% in 2016 to 9% in 2017 with 59% of non-pp pupils on-track.</p>	<p>The application of 'metacognition' has been employed in teacher's practice as evidenced in Learning Walks. The evaluation of introducing a project like this will need to be modified to due to difficulties in unpicking the direct impact of the programme. Developing metacognition and self-regulated strategies will be on-going, however the level of funding required will be minimal.</p> <p>Small group intervention had obvious impact not only in data gathered from the intervention but end of year scores. This will be maintained.</p>	<p>£20,941.90</p>
<p>D. Raise standards in Mathematics</p>	<p>Small group provision across KS2 (x3 weekly) following a designated evaluated Mathematics programme.</p>	<p>All pupils with access to the Numicon Intervention Programme made some level of progress.</p> <p>The % of pp-pupils on-track across KS1 improved by 7% in 2017 to 46%.</p> <p>The in-school gap between those attaining the end of year expectation of pp and non-pp pupils closed by 7% in 2017 to 17%.</p> <p>The % of pp-pupils on-track across KS2 improved by 9% in 2017 to 47%.</p> <p>The overall % of pp pupils attaining end of year expectations has improved by 5% in 2017 to 49%.</p>	<p>The impact of this on pupil understanding was evident in the tracking of this intervention. This was also evident to some extent in the end of year results. This approach will be maintained.</p>	<p>£4,811.00</p>

i. 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)	Cost
E. Increased attendance rates	<p>Employment of EWO.</p> <p>Use of sports clubs to incentivise attendance</p>	<p>The gap between Pupil Premium and Non-Pupil Premium pupils has been closed by 0.82% between academic year 2015-16 and 2016-17.</p> <p>Attendance increased for 5 of the 13 PP pupils who attended sports clubs.</p>	<p>The impact of the EWO and first response had an obvious impact with success criteria met. This will be maintained with renewed targets.</p> <p>Although there was an increase of attendance for 5 of the 13 pupils who attended the sports club, there is a difficulty in attributing this solely to the sports clubs. Therefore this will no longer be funded through Pupil Premium.</p>	£7,500.00
F. Develop children's social and emotional well-being	<p>Social Skills Groups</p> <p>Mental health support</p> <p>Funding of Ed Psychologist.</p>	<p>A pragmatic skills checklist was used to track progress. All pupils made at least 12% improvement in their social skills development with the average improvement 29.1%</p>	<p>Due to the success of these projects these will be maintained in the coming year.</p>	£1,900.00