

## 1.0 Pupil Premium Strategy Statement:

1. Summary information					
<b>School</b>	St Austin's RC Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£95 640	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	59	<b>Date for next internal review of this strategy</b>	Sept 2018

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>	69	57	
<b>Year 6 % Expected Standard in Writing</b>	50	57	
<b>Year 6 % Expected Standard in Mathematics</b>	56	71	
<b>Year 6 Year 6 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	38	43	
<b>Year 5 % Expected Standard in Reading</b>	57	65	
<b>Year 5 % Expected Standard in Writing</b>	43	61	
<b>Year 5 % Expected Standard in Mathematics</b>	57	57	
<b>Year 5 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	43	52	
<b>Year 4 % Expected Standard in Reading</b>	58	78	
<b>Year 4 % Expected Standard in Writing</b>	50	67	
<b>Year 4 % Expected Standard in Mathematics</b>	50	63	
<b>Year 4 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	33	61	

<b>Year 3 % Expected Standard in Reading</b>	50	71	
<b>Year 3 % Expected Standard in Writing</b>	50	67	
<b>Year 3 % Expected Standard in Mathematics</b>	50	67	
<b>Year 3 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	50	63	
<b>Year 2 % Expected Standard in Reading</b>	55	68	
<b>Year 2 % Expected Standard in Writing</b>	33	68	
<b>Year 2 % Expected Standard in Mathematics</b>	33	68	
<b>Year 2 % Expected Standard in Reading, Writing &amp; Maths Combined</b>	33	68	
<b>Year 1 % GLD in Reading</b>	67	80	
<b>Year 1 % GLD in Writing</b>	67	75	
<b>Year 1 % GLD in Number</b>	67	95	
<b>Year 1 % GLD in SSM</b>	67	80	
<b>Year 1 % GLD at the end of Reception</b>	67	75	

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<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>	Pupils have relatively poor oral language skills throughout the school as identified at the end of EYFS and in end of KS2 GPS analysis of standard English.
<b>C.</b>	Only 38% of current Year 6 cohort who are eligible for PP working at the expected standards in Reading, Writing and Maths.
<b>D.</b>	In the current Year 2, 3, 4 and 5 cohort an in-school gap exists in Reading between PP and Non-PP Pupils and in 2017 end of KS2 data there was an in-school gap of 38% in attainment.
<b>E.</b>	Pupils attainment in mathematics is below the expected standard in Maths in KS1 and KS2. Ever 6 progress score in 2017 was at -3.85.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance rates for school are below national averages.
<b>G.</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.

<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>	Improvement in pupils' oracy/spoken language skills throughout the school.	Improvement in Communication and Language strand by the end of EYFS. Gap closed from 27% for pp pupils by the end of KS2 in GPS Improved level of attainment in Standard English in GPS analysis. Progress to be made in in-house tracking.
<b>C.</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 In-school gap reduction of at least in RWM combined of at least 30%.
<b>D.</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.
<b>E.</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. In-school gap closes across all year groups by end of year assessments No gap to exist at end of Key Stage assessments
<b>F.</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>G.</b>	Develop pupils' social and emotional well-being.	Improvement of pupils' behavioural issues as monitored in record system Improvement of pupil's 'well-being' through scaled pre and post assessment/survey Positive pupil voice from 'play therapy' sessions.
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<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</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 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	Sept 2018
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	Sept 2018

E. Raise Standards in Mathematics	<p>CPD for mastery approaches to teaching throughout the school.</p> <p>Embed the mastery intervention programme in Year 3 and 4.</p> <p>Teaching assistants to access out of school training in Maths Mastery.</p>	<p>According to the EFF, 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. Therefore as the school has already embedded a mastery approach within KS1 through a Singaporean approach. A mastery approach (Whiterose) this will be pushed on to KS2 and teaching and support staff will be given further training on mastery learning to develop their professional practice.</p>	<p>Purchased scheme of Singapore Maths in Year 1 and Year 2 to embed the basics for maths mastery to be maintained.</p> <p>Purchase of Year 3-Y6 single copy of text book and pupil workbooks and further training for teacher staff in Singapore methods.</p> <p>KS2 to follow the longer-term planning and assessment of the White Rose Maths Hub while using existing resources (Numicon) to develop lessons.</p> <p>Purchase of Year 3 Numicon teaching scheme.</p> <p>Teaching assistants to attend training in understanding and developing mastery at KS1 and KS2 through The Oaks Teaching School.</p> <p>Termly assessments to assess progress.</p> <p>Maths monitoring and scrutiny of work.</p>	Headteacher /Maths Co-ordinator.	Sept 2018
E. Raise standard of mathematics	Mathletics as supplement for teaching	<p>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.</p>	<p>Purchase of mathletics license.</p> <p>Teacher training delivered.</p> <p>Communication with parents.</p> <p>Awards assembly to distribute certificates.</p> <p>Pupil award display.</p> <p>Tracking of pupil usage.</p> <p>Pupil survey to assess pupil attitudes.</p> <p>Tracking of pupil progress.</p>	Head Teacher/Mat hs Co-ordinator	Sept 2018
F. Develop pupils social and emotional Well Being	Attainment of the 'Well Being' Award	<p>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.</p>	<p>Audit at beginning to identify particular areas to focus</p> <p>Action plan developed to address these particular needs with timescales and objectives set.</p> <p>CPD Training</p> <p>Summer audit to identify progress towards goals.</p> <p>External auditor to validate findings.</p>	SENCO/Safeguarding Officer	Sept 2018
<b>Total budgeted cost</b>					£47,620.50

## 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 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/HLTA	Sept 2018
B. Improvement in pupils' oracy skills.	Language and speech link intervention.	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.	Purchase of Language link and Speech link programme. Trained HLTA to deliver programme. Pre and post assessment. Pupil progress tracking.	Lit Co/HLTA	Sept 2018
C. 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	Sept 2018
D. 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/HLTA/SENCO	Sept 2018

E. 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	Sept 2018
<b>Total budgeted cost</b>					£36,983.50
<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.	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	Sept 2018
F. Develop pupils social and emotional Well Being	Attainment of the 'Well Being' Award  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. 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.	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 impact assessed through pupil voice questionnaires. Trained TA to carry out 'social skills' intervention – impact to be monitored through pre and post assessment.	SENCO/Safeguarding Officer	Sept 2018
<b>Total budgeted cost</b>					£11,036.00