

1.0 Pupil Premium Strategy Statement:

1. Summary information					
School	St Austin's RC Primary School				
Academic Year	2019/20	Total PP budget	£71,580	Date of most recent PP Review	Oct 2019
Total number of pupils	210	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Oct 2020

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>
Year 6 % Expected Standard in Reading	67	76	
Year 6 % Expected Standard in Writing	58	70	
Year 6 % Expected Standard in Mathematics	67	76	
Year 6 Year 6 % Expected Standard in Reading, Writing & Maths Combined	50	64	
Year 5 % Expected Standard in Reading	83	71	
Year 5 % Expected Standard in Writing	83	67	
Year 5 % Expected Standard in Mathematics	83	70	
Year 5 % Expected Standard in Reading, Writing & Maths Combined	83	64	
Year 4 % Expected Standard in Reading	70	79	
Year 4 % Expected Standard in Writing	60	79	
Year 4 % Expected Standard in Mathematics	80	73	
Year 4 % Expected Standard in Reading, Writing & Maths Combined	50	74	

Year 3 % Expected Standard in Reading	82	40	
Year 3 % Expected Standard in Writing	71	40	
Year 3 % Expected Standard in Mathematics	40	88	
Year 3 % Expected Standard in Reading, Writing & Maths Combined	40	65	
Year 2 % Expected Standard in Reading	50	67	
Year 2 % Expected Standard in Writing	50	67	
Year 2 % Expected Standard in Mathematics	50	67	
Year 2 % Expected Standard in Reading, Writing & Maths Combined	50	67	
Year 1 % GLD in Reading	67	94	
Year 1 % GLD in Writing	67	88	
Year 1 % GLD in Number	67	94	
Year 1 % GLD in SSM	67	88	
Year 1 % GLD at the end of Reception	67	88	

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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| A. | 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. | Only 50% of current Year 6 cohort who are eligible for PP working at the expected standards in Reading, Writing and Maths. |
| C. | Disadvantaged pupils reading attainment in Year 4 is below that of their disadvantaged peers |
| D. | PP Pupils attainment in Mathematics in Year 1, Year 2 and Year 3 is significantly lower than their non disadvantaged peers. |
| E. | Disadvantage pupils are below their non-disadvantaged peers in KS1 in Reading, Writing and Mathematics. |

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

F.	Attendance rates for school are above national averages.
G.	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.

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.	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.	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.
C.	Reading skills of PP pupils improve Y4 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.
D.	A rise in the attainment level of disadvantaged pupils in KS1 and KS2 pupils to be in-line with their non-disadvantaged peers in mathematics.	A rise in the targeted groups knowledge and understanding in mathematics to be assessed via in-house intervention criteria. Close in-school Gap. PP Pupils attainment in mathematics to be at least in line with other pupils at the end of Key Stages.
E.	Disadvantage pupils to be in-line with their non-disadvantaged peers in KS1 in Reading, Writing and Mathematics.	PP Pupils outcomes at the end of KS1 to be in line with their non-disadvantaged peers in RWM
F.	Increased attendance rates of PP pupils.	Reduce the number of persistent absentees among disadvantaged pupils.
G.	Develop pupils' social and emotional well-being.	Improvement of pupils' behavioural issues as monitored in record system Positive pupil voice from 'play therapy' sessions.

5. Planned expenditure

Academic year

2019/20

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	Ongoing
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 to maintain 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 and hardware will be sourced and books purchased and banded. Timetabled access to the computer suite for each class. Trained TA to manage. 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 MathsNoProblem from Year 1-Y5 (a DfE recognised text book). Access training and support through the North West Maths Hub 3. 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 fund the license for the award winning 'Mathletics' programme. This will be used to develop to motivate pupils and further challenge more able pupils through whole school awards.	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/Maths Co-ordinator	Ongoing
Total budgeted cost					£39,484

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). 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 Skills of PP in Year 4	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	Ongoing

D. Raise standards in Mathematics	Small group tuition across LKS2 (x3 weekly) following a designated Mathematics programme.	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 successful in 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. Training of Class linked TAs to deliver intervention programme and record and monitor the programme. Teaching and preparation time Pre and post programme assessment with ongoing milestones. Communication with parents.	Numeracy Co-ordinator/Lead TA	Ongoing
E. Disadvantaged pupils to be in line with peers in RWM – KS1	Small group tuition across KS1 in RW delivered by the HLTA (x3 weekly). Small group tuition across KS1 in Maths delivered by the trained TA (x3 weekly)	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 successful in 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.	Literacy programme delivered by HLTA fully trained in early literacy following a designated programme. Numeracy programme delivered by TA trained in the Numicon Intervention Programme. Both programmes to set baseline and 3 Milestones throughout the year to check on pupils progress.	SLT/HLTA/TA	Ongoing
Total budgeted cost					£25,330
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 – having had success last year in reducing the persistent absences.	Monitoring of student attendance records. First and third day contact. Celebration of improved attendance. Report to SLT from EWO on termly basis. Parent meetings.	Office Manager/EWO	Oct 2020
F. Develop pupils social and emotional Well Being	Provision of 'play therapy' Social Skills Groups	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	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	Oct 2020

	Pupil access to breakfast club	<p>to fund developing 'well-being' of pupils and staff throughout the school.</p> <p>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.</p>			
Total budgeted cost					£6,766

Review of expenditure and evaluation				
Previous Academic Year		2019/20		
Desired Outcome	Chosen action/approach	Estimated Impact:	Lessons Learned	Cost
A. Improved phonic and language skills	<p>Phonics development programme.</p> <p>121 small group provision One-to-One (RWI)</p> <p>Language and Speech link intervention</p>	<p>67% of disadvantaged pupils achieved GLD an improvement of 17% from the previous year - however this only consisted of 3 pupils.</p> <p>75% of PP Pupils (4) attained the Phonics benchmark in Year 1 compared to 70% of the previous cohort. This is greater than the national average for disadvantaged pupils of 71% although below the national non-disadvantaged of 84%.</p> <p>90% of all disadvantaged pupils had passed by the end of KS2.</p>	<p>This dual approach has again been successful in raising the attainment of disadvantaged pupils however an in-school gap still remains at the end of EYFS (21.5%).</p> <p>The outcomes of the PP pupils at the end of Year 1 was greater that of non-pp pupils (68%).</p> <p>All pupils who didn't attain a pass in the phonics will be gaining access to intervention throughout Year 2 to ensure attainment of phonics by the end of KS2 – this historically has been the case with existing provision.</p>	£25,600
B. Higher level of attainment for PP pupils in RWM in Y6 reducing gap	<p>Short regular 121 and small group interventions with SLE in Mathematics and Literacy Specialist in addition to standard lessons.</p> <p>Weekly differentiated booster sessions after school</p>	<p>The percentage of PP pupils attaining the expected standard in RWM improved by 48% to 88%.</p>	<p>This approach, although expensive, does make definite gains and has done so in the previous 3 years. This will be maintained.</p>	£21,500
C. Reading Skills of PP pupils to improve in KS2	<p>Adaptation of Accelerated Reader</p> <p>Small group provision across KS2 (x3 weekly which follows a designated evaluated Reading Writing</p>	<p>Year 5 73% of PP Pupils reached expected standard in reading as with the previous year</p> <p>Year 4 71% of PP pupils reached the expected standard an improvement of 17% from the previous year</p> <p>Year 3 66% of PP pupils reached the expected standard as with the previous year.</p> <p>Year 2 40% of PP Pupils reached the expected</p>	<p>Tracking indicates a positive impact on PP readers.</p> <p>The use of AR is a long term strategy and will be maintained. Due to the success of this in KS2 this will be expanded into all of Year 2 to help improve reading as a whole and PP in particular.</p>	£6,225

	Programme in addition to standard lessons	standard.		
D. Raise the standards of mathematics or PP Pupils	<p>CPD for mastery approach.</p> <p>Small group tuition across KS2 x3 weekly following a designated evaluated Mathematics programme.</p> <p>TAs training in Maths Mastery</p> <p>Mathletics</p>	<p>96% of Pupils undertaking Numicon Intervention Programme have reached 100% and completed the programme.</p> <p>40% of disadvantaged pupils attained the expected level of development at KS1 an improvement from the previous year.</p> <p>There was a marked improvement on Key Stage 2 scores for disadvantaged pupils rising by 55% with 88% PP pupils reaching the expected standard or above and 38% reaching the 'higher level' standard in 2019.</p>	<p>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.</p> <p>Training of TAs has helped improve their understanding of mathematics pedagogy which has been evidenced in class and lesson observations.</p> <p>Pupil Premium funding will be used for partial funding of the MathsNoProblem textbook to be rolled out in from Years 1-5 as this is a recognised text book from the DfE and will help to ensure continuity throughout the school</p>	£14,500
E. Increased attendance rates of PP and non-PP pupils	Employment of the EWO	There has been a decrease in the percentage of PP pupils as persistent absences of 6.5%. 3% of PP pupils were PA.	Due to the positive impact on PP pupils this approach will be maintained.	£3,950
F. Develop pupils' social and emotional well-being	<p>Provision of 'play therapy'</p> <p>Social Skills Groups</p> <p>Pupils access to breakfast club</p>	<p>Only 9% of behaviour incidents recorded in 2018/2019 are by PP pupils.</p> <p>All pupils undertaking 'social skills' groups made progress gains evidenced in the in-house tracking of the programme.</p>	To maintain these positive outcomes these approaches will continue.	£13,005