

Pupil premium report for St Austin's Catholic Primary School

Pupil premium spending 2019 – 2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	November 2019	Date of next pupil premium review:	
Total number of pupils:	420	Total pupil premium budget:	£58,436
Number of pupils eligible for pupil premium:	42	Amount of pupil premium received per child:	£1391

STRATEGY STATEMENT

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
	5 pupils	School Average	National average
Good level of development (GLD)	20%	62%	72%

EYFS			
Reading	40%	72%	
Writing	20%	62%	
Number	40%	80%	
Shape	40%	77%	

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
5 = 8%	56 = 92%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
4 pupils			
% achieving expected standard or above in reading, writing and maths	50%	70%	
% making expected progress in reading	75%	79%	78%
% making expected progress in writing	75%	71%	73%
% making expected progress in maths	50%	84%	79%

END OF KS2

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
	11 CHILDREN	School average	National average
% achieving expected standard or above in reading, writing and maths	64%	71%	71%
% making expected progress in reading	64%	74%	78%
% making expected progress in writing	79%	79%	83%
% making expected progress in maths	86%	84%	84%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	29% of pupil premium children are SEND. Lack of basic life skills and opportunities in vocational development in raising standards in KS2
B	Increasing amounts of children with SEND which is also becoming more complicated with a noticeable increase ⁴ in the number of children presenting with mental health needs.
C	The school needs to engage vulnerable families through workshops, EHATs FSSW.

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Attendance is currently 97% whole school v 93% pupil premium.
E	Children entering nursery with low level language skills or not prepared for school.
F	Home learning environment is not always conducive for effective learning and lack routine.

INTENDED OUTCOMES

Specific outcomes

Success criteria

A	<p>Teaching</p> <p>We know that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all.</p> <p>CPD for staff, teaching and non teaching.</p> <p>Develop pupils' language capability to support reading and writing. Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, will develop their language capability. This should include active engagement with a wide range of genres and media, including digital texts.</p> <p>Repeated exposure to new vocabulary is necessary across spoken language, reading and writing; • pre-teaching and discussing new words can support reading comprehension; • pupils should learn both new words and how to use familiar words in new contexts; • vocabulary learning should entail active engagement in learning tasks; and • digital technology can be used to help develop and teach vocabulary.</p> <p>CPD Day 2 Building a curriculum delivered by Steph Wells (SIL)</p>	<p>Pupil Premium children will achieve challenging targets set for them at the end of each key stage</p> <p>Planning Power of Reading Book scrutiny with SL/ SLT Progress meetings termly Unit tests – NFER Class monitoring Forms (OCT, FEB, JULY) TT training to track PP children #</p> <p>Learning walks and observations of core subjects by SL.</p>
B	<p>Academic Support</p> <p>Improve confidence, progress and attainment of all p premium children.</p>	<p>Highter proportion of PP children to achieve or exceed their end of year targets.</p>
C	<p>Wider Strategies</p> <p>Extra curricular activities Yoga, Polytunnel, LSSP extra curricular PE.</p>	
D	<p>Pupils identified for targeted support from services including EWO. Attendance and behaviour to continue to improve and be challenged, continue to reduce the number of persistent absentees.</p>	<p>Attendance is in line or above national average for all vulnerable groups.</p>

Planned expenditure for current academic year

ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Improve vocabulary and language skills</p> <p>CPD – Whole school INSET on vocabulary.</p> <p>Curriculum INSET(April 2020)</p> <p>PSHE Conference</p> <p>Targeted support J. Bourke</p>	<p>Children's spoken and written language to improve.</p> <p>New PSHE lead to attend conference to ensure PSHE provision is meaningful to the children.</p> <p>G&T children targeted</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • EEF Teaching and learning toolkit • NFER report on supporting the attainment of disadvantaged pupils <p>Ofsted's 2013 and 2014 report on pupil premium progress</p>	<p>Learning walks Book scrutiny Pupil progress meetings</p> <p>Delivery during Directed time. Pupil interviews/ pupil voice Staff feedback.</p>	<p>D. Hints</p> <p>S. Craven</p>	<p>July 2020</p> <p>July 2020</p>

<p>SENDCO Implement interventions for SEND children to meet their needs and enable them to reach their potential S. Hughes</p> <p>SENDCO 50% non teaching timetable to provide support for families and children.</p>	<p>For all Pupil Premium children with SEND to have access to a full and diverse curriculum that meets their needs and allows them to make progress and reach their full potential.</p>	<p>Robust assessments have highlighted the SEN PP children's need and then the appropriate intervention has been implemented</p> <p>Cognition and Learning: ELKLAN, ELS Toe by toe, 1:1 Reading, ALS, small group Reading, Writing and Maths groups.</p> <p>SEMH: A Quiet Place, Seedlings, Rainbows.</p> <p>Sensory and Physical: specific small group handwriting target, brain breaks, mile a day, sensory resources.</p> <p>Speech, Language and Communication: ELKLAN program, role-play, small group speaking and listening</p>	<p>Monitoring: book scrutiny, learning walks, analysis of data, pupil and parent voice,</p>	<p>S.Hughes</p> <p>EYFS staff</p> <p>LSOs</p>	<p>Half termly</p>
Total budgeted cost:					£30 500
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Provide free places at breakfast club Bronze, Silver, Gold Reward scheme Certificates and Badges Class trophies Day trip in Summer term Vouchers for 100%</p>	<p>Improve Attendance of PP children from 95% to 97% in this academic year</p>	<p>4% difference between pp and non pp children's attendance.</p>	<p>EWO meet to specific parents Teachers target PP children Newsletters, APP, emails Letters, home visits, Certificates Website info for parents School newspaper</p>	<p>S. Hughes</p>	<p>Feb 2020</p>

Target children to access extra curriculum clubs use LSSP – Utilise playground marking improve playground provision for KS1 and KS2	Competitions entry and targeted support for PP children with lunch / morning clubs Increase in PP numbers attending	Meet with PE subject leader. Ensure PP children identified to PE coach for comps and extra clubs. Ambassadors to support playground games	LSSP staff PE S.Leader Class teachers SLT		
Total budgeted cost:				19 000	
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
EXTRAs Bewerley Park expenditure Pantomime Shakespeare Company Tracksuits for PP children Spanish Day	To ensure all children have access to broad and balanced curriculum, day trips, outward bounds /residential experiences Broader life experiences for disadvantaged children.		Experienced staff leading initiatives. 2 x residential trips in same academic year.	SLT Classs teachers LSOs	
Total budgeted cost:				£ 9 000	

ADDITIONAL INFORMATION