



St Augustine's C of E Primary School

Pupil Premium Grant Strategy: 2019-2020

Evaluation Report

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	192 (R-Y6)
Total number of Children eligible for PPG	72 (38%)
Amount of PPG received per pupil	£1 320
Total amount of PPG received	£95 040

Summary of main barriers to achievement

St Augustine's C of E Primary School is a one form entry primary school with 207 pupils on roll. We serve an area of significant deprivation. The proportion of pupils who speak English as an additional language is low (8.7%). The proportion of pupils currently eligible for the pupil premium grant is above national average (38.02%). The vast majority of pupils enter the Early Years within the low ability range, especially for language and communication. The current Year 6 have a high percentage of pupil premium pupils (42.3%) and pupils with special educational needs (23%).

Objectives in spending PPG funding:

- To target underachievement compared to potential outcomes.
- To ensure that learning and teaching opportunities meet the needs of all disadvantaged pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that high achieving children achieve their full potential.
- To improve the attendance and punctuality of all pupils.
- To ensure that additional adult support is specifically supporting disadvantaged pupils.
- To have a more strategic approach to improving outcomes for disadvantaged pupils.
- To support language and communication development.
- To provide activities and experiences to further enrich the pupils' learning.

Desired Impact of Intended Spend

- Attainment of disadvantaged pupils will be in-line or above the attainment of their peers at the end of KS2.
- Increased % of disadvantaged pupils working at ARE in all year groups.
- All disadvantaged pupils achieve their end of year personalised targets and make expected progress.
- The % of disadvantaged pupils achieving the expected standard and greater depth in writing at the end of KS1 is in line with the national picture.
- % of disadvantaged pupils achieving EXS and HS/GDS at the end of KS2 are at least in line with the national picture and progress measures reflect a positive picture.
- Attendance at the end of the academic year 2017/2018 is at least in line with national figures.
- Learning enriched by providing pupils with a deeper understanding of the wider curriculum.

The impact of the intended spend will be monitored through:-

- Regular Pupil Progress meetings between class teachers, SLT and SENCO.
- Robust analysis of attainment and progress data within each year group.
- Robust analysis of attendance and punctuality data.
- Lesson observations for teachers and teaching assistants.
- Analysis of additional interventions.
- Pupil discussions and questionnaire.
- Parental discussions and questionnaires.
- Subject leader analysis of curriculum.
- Book and planning scrutiny.

Strategy Review

Local Advisory Board meetings

Spring 2019

Summer 2019

Item/project	Cost	Objective	Evaluation
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<p>Deployment of teaching assistants within classes.</p> <p>Deployment of teaching assistants within and across key stages.</p> <p>Deployment of teaching assistants to ensure the learning environment raises aspirations for all pupils.</p>	£70 417	<ul style="list-style-type: none"> • Quality first teaching • Same day intervention • 1:1 intervention • Pupils identified as not making expected progress to receive additional interventions to ensure they make at least expected progress. 	Progress for PPG across all classes indicate impact from the use of teaching assistants
To ensure attendance and pastoral care remain a whole school priority.	£7 575	To ensure attendance is in line or above the national percentage. To improve the punctuality of identified pupils.	Attendance target for 2018-2019: 95% Attendance for 2018-2019 94.6%
Learning Mentor to provide additional intervention for identified children and families with social and emotional difficulties (small group and 1:1).	£13 379	To ensure that children with additional barriers to learning are making expected progress with their learning, attendance, behaviour and social skills.	A number of families successfully supported through TAF meetings (Team around the family). Progress for individual pupils monitored indicating successful support has increased attendance for all.
Curriculum Development	£2 900	<ul style="list-style-type: none"> • EYFS materials • KS1 resources • KS2 resources • IPC Subscription 	Curriculum enhancement evidenced by work scrutinies by senior leadership team
Additional learning experiences e.g. external visitors, workshops	£400	To enhance learning linked the IPC curriculum through providing a range of hands on experiences.	Curriculum enhancement evidenced by pupil voice/survey
Funding of school uniforms	£351	To ensure all children have a school uniform and reading bag on entry to school.	All pupils are well presented
Phonics and Reading scheme/books and resources for lower school	£607	To ensure % pupils passing phonics screening is in line with national. To increase the percentage of Year 2 working at ARE in reading.	Phonics screening in line with National

Free Easter Club, Breakfast club for Year 6 Booster sessions and SATs week	£180	To ensure that year 6 have had a breakfast and are in school on time in SATs week. To ensure that pupils are ready for learning.	Well-being of pupils ensured that all completed tests
Part funded residential trip in Year 5.	£900	To ensure that all pupils have access to a residential trip to enrich their learning and remove the potential cost barrier.	Self-esteem increased evidenced by pupil voice/survey
Purchase of assessment materials	£1 759	To ensure that an external validation quality assures teacher assessment, alongside SLT's monitoring cycle and analysis of disadvantaged pupil group data.	Analysis of pupil group data assisted identification for intervention
Ed Psych	£1 750	To clearly identify strategies, in partnership with school, to help specific children to learn more effectively.	Barriers to learning identified, interventions in place to respond to barriers to learning

Total Funding Received	£95 040
Total Funding Spent	£100 218
Funding Remaining	£0.00
Additional Contribution Made by School	-£5 178