

Pupil premium strategy statement



School overview

Metric	Data
School name	St Augustine's CE Primary School
Pupils in school	179 (YR – Y6)
Proportion of disadvantaged pupils	43.6% (78)
Pupil premium allocation this academic year	83 168 (predicted)
Academic year or years covered by statement	3 (2020-2023)
Publish date	06.10.20
Review date	06.10.21
Statement authorised by	
Pupil Premium lead	Jane Murphy
Local Advisory Board lead	Margaret Woodhouse

Pupil performance for last academic year – no National tests due to lockdown Jan-March 2021*

Measure	Disadvantaged Pupils	Other Pupils	All Pupils
Reading			
Writing			
Maths			
Reading, Writing, Maths Combined			
Phonics			
Attendance			
Meeting expected standard at KS2			
Achieving high standard at KS2			

Strategy aims for disadvantaged pupils

Aim	Target	Target date	RAG 2021	RAG 2022	RAG 2023
Attainment in Reading	To ensure that reading remains in line between PP and Non-PP pupils at the end of KS2.	July 22	n/a*		
Attainment in Writing	To ensure that writing remains in line between PP and Non-PP pupils at the end of KS2.	July 22	n/a*		
Attainment in Maths	To ensure that maths remains in line between PP and Non-PP pupils at the end of KS2.	July 22	n/a*		
Phonics	To achieve national average expected standard in the phonic screening check for pupil premium pupils.	July 22	National ave not yet available		
Attendance	To improve the attendance of pupil premium pupils to ensure that it is in line with the whole school target for non-pupil premium.	July 22			

Tier 1 - Teaching priorities for current academic year

Measure	Activity
Priority 1 – Attainment in RWM	To provide quality first teaching. To provide learning support assistants to ensure that all children achieve their full potential.
Priority 2 – Phonics	To provide quality first teaching. To provide learning support assistants for Early Years and Year 1 year groups to ensure that all children achieve their full potential.
Priority 3 - Attendance	To ensure a non-class based Learning Mentor has full timetable availability to support children with any emotional and social concerns, especially in regard to covid lockdown and school reopening
Barriers to learning these priorities address	<ul style="list-style-type: none"> ➤ Social and emotional needs including mental health ➤ Attendance
Projected spending	65 918

Tier 2 - Targeted academic support for current academic year

Measure	Activity
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Priority 1	Speech and language programmes to address speech and understanding early and develop vocabulary.
Priority 2	Purchase software subscriptions to increase attainment.(Bug Club, Maths Flex, Shine Assessment)
Priority 3	Teachers and support staff to work with small targeted groups to ensure that all vulnerable groups make progress.
Barriers to learning these priorities address	To employ a Learning Mentor to support children with particular emotional and social concerns
Projected spending	17 250

Tier 3 - Wider strategies for current academic year

Measure	Activity
Priority 1	To improve the attendance and punctuality of all pupils
Priority 2	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
Priority 3	To target underachievement compared to potential outcomes
Priority 4	To ensure that learning and teaching opportunities meet the needs of all vulnerable pupils
Priority 5	To ensure that additional adult support is specifically supporting vulnerable groups
Barriers to learning these priorities address	To continue to employ a Learning Mentor to support children with particular emotional and social concerns To provide support for parents from the pastoral care manager for identified families
Projected spending	83 168

Monitoring and Implementation

Area	Challenge	Monitoring	Mitigating action
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Teaching	<ul style="list-style-type: none"> All disadvantaged pupils to meet age related expectations 	<ul style="list-style-type: none"> Regular Pupil Progress meetings between class teachers and SLT 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 support Pupil discussions and questionnaire Parental discussions and questionnaires Subject leader analysis of curriculum Book and planning scrutinies 	<p>PP meetings held</p> <p>Progress analysis of each pupil – discussions at PP meetings</p> <p>All observations indicate grading of Good for Quality of Education</p> <p>Book scrutinies indicate grading of Good for Quality of Education</p> <p>Parental discussions – virtual due to Covid risk assessment</p>
Targeted support	<ul style="list-style-type: none"> To enrich the curriculum and provide cultural capital, to prepare all children for the future 	<ul style="list-style-type: none"> Curriculum to include increased opportunities, visits and visitors Out of school clubs 	<p>Opportunities available in light of restrictive movements due to covid risk assessment</p>
Wider strategies	<ul style="list-style-type: none"> To provide a wider range of opportunities and activities for children receiving pupil premium where parents may not be able to fully fund or support 	<ul style="list-style-type: none"> Individual support through Learning Mentor 	<p>Learning mentor has engaged with and sought opportunities for children receiving PPG. Increased number of families seeking early help/mental health support.</p>

Review: last year's aims and outcomes

Please see the previous 2019-2020 strategy document.