



## **ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL**

### **Pupil premium Strategy Report 2020-21**

Pupil premium is government funding given to schools, in addition to the underlying school's budget. It provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential.
- Supporting children and young people with parents in the regular armed forces

*Disadvantaged should never be a barrier to educational achievement.*

In 2020-21 financial year, primary schools will receive:

- £1345 for each child registered eligible for Free School meals (FSM) at any point over the last 6 years (Ever 6)
- £2345 for Looked After Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local authority
- £2345 for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement or a residence order
- £310 for pupils recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence

Schools have the freedom to spend the Pupil premium, but there must always be a focus on identifying ways they think will best support the raising of attainment for the most vulnerable pupils. It is designed to narrow the potential academic gap and address the emotional and social well-being of these children. It is additional to main school funding and it will be used by St Augustine of Canterbury to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Government advice on the deployment of the grant support states that expenditure should be for the benefit of all children on roll in the school with particular emphasis on vulnerable children eligible for the Pupil Premium grant.

#### **Coronavirus: flexibility in reporting requirements**

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of pupil premium for all of the 2019/20 academic year. Instead we should monitor and report on the grant's impact at the end of the 2020/21 financial year.

This report therefore covers the whole period between September 2019 and March 2021, with the most detail about the grant's use and impact for the period between September 2020 and March 2021 (including any changes made to the pupil premium spending due to coronavirus.)

<b>Summary information</b>					
<b>St Augustine of Canterbury</b>					
<b>Academic year:</b>	2020-21	<b>Total number of pupils:</b>	189	<b>Percentage of children eligible for pupil premium</b>	17%
<b>Number of pupils eligible for Pupil Premium:</b>	32 including current FSM and Ever 6	<b>Total Pupil Premium budget</b>	Financial year April '19-March'20): £33,600 Financial year-April 20-March 21- £35,590		
<b>Date of most recent pupil premium review:</b>	June 2020			<b>Date for next internal review of this strategy</b>	April 2021

## **Strategy Statement**

### **What has worked well?**

The vast majority of pupil premium grant is used within the classroom to enable the class teachers and teaching assistants to support in closing gaps with learning. Some children are also benefiting from additional one to one support in specific curriculum areas including addressing any speech and language or emotional needs. The SENCo continues to provide in school nurture support, whilst we continue to invest in an accredited external play therapist to support with children's longer term or more significant emotional needs. Social and emotional needs are currently measured through Boxall Profile scores as well as through external agencies SDQ behaviour scales.

The pupil premium grant has also enabled the Early help lead to support families. This includes supporting parents experiencing difficulties with housing, mental health or managing their children's behaviour or attendance. The success of this was and continues to be measured by the difficulties faced within families being reduced through the achievement of the Early help intervention outcomes

### **The core approaches that are currently implemented and how these will contribute to closing gaps.**

We track the progress of all children, including the disadvantaged group. Success is shown in the children from this group making progress in line with other children or that they are making the expected progress for their ability. We also compare this group's data with the national data so that we can gain a broader picture of how children are progressing and judge the impact of our work. It is during Pupil progress meetings that we carefully analyse the attainment and progress of disadvantaged children. We also analyse the impact of interventions the children may have received and discuss what continued additional support is required to remove the barriers to learning. The range of support continues to cover both academic, as well as, social and emotional needs, to promote a positive mental well-being and a readiness to learn.

## **Assessment Information academic year 2019-20**

Due to Coronavirus, the assessment data available for the 2019/20 academic year is based on the school's internal data and formative assessments for Key Stage two for the period between September and March and for Key stage One up to and including Autumn term one 2020. We are unable this year to benchmark against other schools.

### End of Key Stage One

	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	0%	27%
% making expected or better than expected progress in writing - GPAS	0%	38%
% making expected or better than expected progress in maths	0%	38%

### Year 2 Phonics Screening check

	Pupils eligible for PP	Pupils not eligible for PP
Number achieving expected standard	75%	88%

### End of Key stage Two

	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	100%	85%
% making expected or better than expected progress in writing	100%	88%
% making expected or better than expected progress in maths	100%	84%

## Barriers to future attainment

Academic barriers	
A	<ul style="list-style-type: none"> <li>• SEMH- social, emotional and behavioural concerns which could impact on well-being and progress for some pupils in receipt of pupil premium including Low self-esteem and self-confidence</li> </ul>
B	<ul style="list-style-type: none"> <li>• Lower literacy attainment including difficulties in reading, decoding and the development of comprehension skills including inference and deduction.</li> </ul>
C	<ul style="list-style-type: none"> <li>• Mathematical understanding- working on recall of number and reasoning skills so that children can develop confidence and accuracy in maths.</li> </ul>
D	<ul style="list-style-type: none"> <li>• Speech and Language- developing early language skills and addressing the understanding and expressive language difficulties</li> </ul>
External barriers	
D	<ul style="list-style-type: none"> <li>• Attendance issues</li> </ul>
E	<ul style="list-style-type: none"> <li>• Family issues, some of which require support from external agencies, such as Early Help</li> </ul>
F	<ul style="list-style-type: none"> <li>• Parental support- children missing out on opportunities to improve their maths and literacy through home support and reading opportunities</li> </ul>

Intended outcomes for 2020-21	Success criteria
<ul style="list-style-type: none"> <li>• To improve the provision for disadvantaged children to that they can make accelerated progress in Maths and English towards achieving the standards of which they are capable.</li> </ul>	<p>Success will be shown in the children from this group making progress in line with other children or that they have made the expected progress for their ability. We will also compare this group's data with the national data so that we can gain a broader picture of how children are progressing and judge the impact of our work.</p>

<ul style="list-style-type: none"> <li>To ensure that the children with entitlement to pupil premium are able to manage socially and emotionally in school. Any immediate concerns for their SEMH needs are addressed with the appropriate level of support.</li> </ul>	Success will be shown in a positive mental well-being and improved resilience in our children with a readiness to learn.
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### Planned expenditure for current academic year

Planned expenditure			
<i>Focus</i>	<i>Desired outcome</i>	<i>Actions</i>	<i>Approximate costing/Planned budgeted cost</i>
Narrowing the gap in the attainment and progress on entry in literacy of all disadvantaged children including the higher attaining pupils	Increased attainment in reading and writing  Children will make accelerated progress in reading, GPaS and writing	<ul style="list-style-type: none"> <li>Daily guided reading and reading comprehensions</li> <li>Busters Book club</li> <li>Daily phonics in Key stage one</li> <li>Phonics booster to close gaps</li> <li>Beat Dyslexia programme where needed</li> <li>In class targeted support from teaching assistant in every class for literacy</li> <li>Weekly GPV and spelling strategies teaching</li> <li>Small group 'gap closing'/reading comprehension</li> <li>Speech and Language</li> <li>Online learning programmes including Nessy</li> <li>Purchase of additional resources to support literacy learning including reading books for comprehension</li> <li>Staff training including in specific areas of need eg Dyslexia</li> </ul>	£10,000
Narrowing the gap in the	Increased attainment in maths	<ul style="list-style-type: none"> <li>In class targeted support from teaching assistant in every class for maths</li> </ul>	£10,000

attainment and progress on entry in Maths of all disadvantaged children including the higher attaining pupils	Children will make accelerated progress in maths	<ul style="list-style-type: none"> <li>• Plus-One/Power of 2 Maths intervention online programme</li> <li>• Weekly arithmetic tests/times tables tests</li> <li>• Times tables Rock stars</li> <li>• Mathletics</li> <li>• Small group 'gap closing'</li> <li>• Staff training including in specific areas of need</li> <li>• Purchase of additional laptops to support the new intervention online programme</li> <li>• Third Space virtual tutoring programme</li> </ul>	
Enrichment opportunities	<p>The creative curriculum will inspire and encourage and will have a positive impact on children's progress in the foundation subjects.</p> <p>The children's learning will be enhanced through memorable experiences they may not otherwise have had.</p>	<ul style="list-style-type: none"> <li>• Memorable experiences</li> <li>• Visits during themed weeks</li> <li>• Subsidising residential trips where Early intervention is needed</li> <li>• All children access to trips and equipment</li> <li>• Embed 'wow' moments in all subjects whilst ensuring progression of knowledge and skills</li> <li>• Additional classroom support for afternoon sessions</li> <li>• Enrichment activities eg music lessons, sports clubs</li> </ul>	<p>£6000</p> <p><b>Enrichment opportunities and support with funding dependant on Covid-19 restrictions being lifted</b></p>
Social and emotional- Increase resilience of children so that they are able to 'bounce back' from events that impact on their lives	<p>Raise self-esteem of vulnerable pupils</p> <p>Children identified as high need will make the same level of progress as those identified as 'low need' children</p>	<ul style="list-style-type: none"> <li>• External Play therapy</li> <li>• Nurture support and Emotional Literacy</li> <li>• Additional SENCO support</li> <li>• Draw and Talk therapy</li> <li>• Lego therapy</li> <li>• Training for Staff (virtual whilst there are Covid 19 restrictions)</li> </ul>	£6000

Support for families	To improve the attendance and punctuality of vulnerable groups to enable all children to access their education.	<ul style="list-style-type: none"> <li>Targeted extended school places- breakfast/after school provision</li> <li>Early help financial support for vulnerable families</li> </ul>	£3000
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## Review of expenditure from 2019-20

<b>Focus</b>	<b>Desired outcome</b>	<b>Impact</b>	<b>Evaluation</b>
Narrowing the gap in the attainment and progress on entry in literacy of all disadvantaged children including the higher attaining pupils	<p>Increased attainment in reading and writing</p> <p>Children will make accelerated progress in reading, GPaS and writing</p>	<p>100% of pupils eligible for Pupil premium reached expected or greater depth for their reading and writing at the end of Key stage two.</p> <p>We have recognised there is a continued need to improve the wider reading and comprehension skills in our school and are investing in the purchase of a new guided reading scheme to aim to close the gaps in the children's reading.</p>	<p>During the wide school closure due to Covid-19, children were able to access home learning through the Virtual learning hub on the school website. Teachers maintained regular contact with parents and parents were able to access class emails to share work and keep communication.</p> <p>The Nussy online learning resource was set up during Lockdown to support with home learning in reading and spelling and has continued for the children both in school and at home in the new academic year 2020-21.</p>
Narrowing the gap in the attainment and progress on entry in Maths of all disadvantaged children including the higher attaining pupils	<p>Increased attainment in maths</p> <p>Children will make accelerated progress in maths</p>	<p>100% of pupils eligible for Pupil premium reached expected or greater depth for their Maths at the end of Key stage two.</p> <p>We have recognised there is a continued need to improve the Maths in our school including with problem solving skills and are investing in the Third Space learning programme to aim to close the gaps in mathematical understanding for identified pupils.</p>	<p>During the wide school closure due to Covid-19, children were able to access home learning through the Virtual learning hub on the school website. This also included continued access to Mathletics and Times tables Rock stars. Teachers maintained regular contact with parents and parents were able to access class emails to share work and keep communication.</p> <p>The Plus One and Power of 2 resource became an online learning resource during Lockdown which enabled pupils to access during this time to support them with their maths learning. This has continued for the children both in school and at home in the new academic year 2020-21.</p>



Enrichment opportunities	<p>The creative curriculum will inspire and encourage and will have a positive impact on children's progress in the foundation subjects.</p> <p>The children's learning will be enhanced through memorable experiences they may not otherwise have had.</p>	The children were able to enjoy their creative curriculum and some Memorable experiences and Innovate activities before the school closure in March.	During the wide school closure due to Covid-19, children were able to access home learning through the Virtual learning hub on the school website. Staff ensured that the home learning opportunities continued to offer creative activities. Pupils were encouraged to take part in a Virtual sports day.
Social and emotional- Increase resilience of children so that they are able to 'bounce back' from events that impact on their lives	<p>Raise self-esteem of vulnerable pupils</p> <p>Children identified as high need will make the same level of progress as those identified as 'low need' children</p>	Nurture work as well as External play therapy was provided for identified pupils up until school closure. Positive feedback was received.	Contact was maintained through regular welfare calls and emotional and well-being support where needed. Eligible pupils accessed the school nurse and children were offered emotional and wellbeing virtual sessions.
Support for families	To improve the attendance and punctuality of vulnerable groups to enable all children to access their education.	Early help support provided for families including support financially with provision and travel to enable better school attendance and give the opportunities for the children to make progress in school.	During the wide school closure due to Covid-19, support for eligible children continued in the way of provision for lunch and lunch vouchers.