

# Pupil premium strategy statement – St Augustine’s Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	228 (Nursery-year 6) 204 (Reception- Year 6)
Proportion (%) of pupil premium eligible pupils	9.3% (19 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25, 2025-26, 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Julie Foley (Head Teacher)
Pupil premium lead	Mrs Ruth Goodwin

Governor / Trustee lead	Mr Michael Wakeham
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27308
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27308

## Part A: Pupil premium strategy plan

### Statement of intent

At St Augustine's School our intention is to offer all of our children rich, vibrant experiences that develop a thirst for learning, curiosity in the world around them and skills that will prepare them for every stage in their future lives irrespective of their background or the challenges they may face. Every child in our care, is valued, respected and entitled to develop to their full potential through high quality learning and teaching. Our curriculum is broad and balanced, delivering challenging learning opportunities purposefully and in context to help every child achieve this and be successful in life.

We are committed to ensuring the achievement of pupils who are eligible for Pupil Premium is equal to the achievement of non-eligible pupils. Funding from the Pupil Premium Grant is used to support learning and teaching support, enrichment and well-being for our socially disadvantaged pupils.

We will endeavour to achieve this through:

- Using assessments, observations discussions with parents and all members of school staff, to determine how best to use the Pupil Premium grant to support pupils and raise education attainment.
- All staff will aim to provide early intervention at the point where need is identified.
- Create a supportive and nurturing environment to ensure all children access the curriculum and are challenged.
- Allocate funding to ensure Pupil Premium children have access to cultural capital, school trips and experiences

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Full class sizes with limited staff to support and deliver intervention groups. (30 children in KS1 classes and 32 children in KS2 classes)
2	Financial challenges of extra-curricular activities offered.

3	A significant number of Pupil Premium children have special educational needs.
4	For some families there is low parental involvement with hearing their children read at home.
5	Assessments and observations indicate support needed in writing skills.
6	Introduction of new phonic scheme for KS1 pupils.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will be able to read with greater fluency and comprehension; pupils will enjoy reading for pleasure and there will be greater parental involvement of hearing their children read at home.	<p>All staff trained in Little Wandle phonics and programme delivered in EYFS and Year 1. Catch up programme used throughout school where necessary.</p> <p>CPD for staff in adaptive teaching and understanding reading difficulties (including Dyslexia and visual tracking difficulties). Workshops and information sessions on Phonics and early reading delivered to parents in EY and Year 1 to help them to understand the importance of hearing their child read and methods of how children will learn to read.</p> <p>Pupils being heard read regularly by staff.</p> <p>Pupil voice- pupils to speak confidently and positively about reading and reading opportunities.</p> <p>Early invention- through half termly assessments pupils not working at expected standard receive extra support to narrow/close gap.</p>
Increased % of children at ARE at end of Key Stage in English, especially writing	<p>CPD for staff in writing led by subject lead and Little Wandle training.</p> <p>SLT monitoring of books show progress and pupils working at or above average related expectations with challenge evident.</p> <p>Increased percentage of children working at ARE or above at the end of the academic year.</p>
All pupils to experience the same extra-curricular activities to consolidate or enrich their learning experience.	<p>Financial support provided to families.</p> <p>Events such as pre-loved uniform sale, promote food banks etc.</p> <p>Pupils to experience a wider range of life experiences to support their reading, writing</p>

	and understanding of the world around them/life skills.
Identification of causes for difficulties observed which are impacting on learning and progress of a child. To enable children who are struggling to attain at age related expectations to narrow the gap through specialist support to accelerate their learning.	Use external professional service e.g. SISS SEMH team, SENTAA (cognition and learning assessments) to provide advice and bespoke intervention for higher needs learners. Collaborative partnerships with families to support pupils holistically. Referrals made to NHS or partner services for further assessment of needs as required. Staff CPD - understanding a range of SEND and quality first teaching strategies to meet the needs of pupils with working memory and executive functioning and sensory processing differences and/or concentration difficulties. Participation and completion in PINS programme and NurtureUK, to further support children's needs by upskilling all staff.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Little Wandle training for all staff members and staff to deliver parent workshops to parents to support their understanding of the teaching of phonics and reading.	Ofsted identified Little Wandle as being a programme that has supported schools to develop the children's love of reading, ensures decodable texts are well-matched to children's developing phonic knowledge. Little Wandle resources available that enable parents to hear the sounds pronunciation correctly resulting in parents having an increased confidence when supporting reading at home.	4,5

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group intervention for disadvantaged pupils falling behind age-related expectations.	<p>1. 'Small group tuition has an average impact of four months' additional progress over the course of a year.'</p> <p>2. 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</p> <p>3. 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p> <p>EEF Toolkit</p>	1,3,5
To provide funding to enable the assessments of pupil's individual needs and then support child with small group interventions where needed.	<p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. '</p> <p>EEF Toolkit</p>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,500 (£500 per child)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support disadvantaged children to access all activities offered. Pupil premium funding will cover the	To provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum. These	2,5

<p>cost of all activities offered and additional costs, such as uniform if needed, school milk etc.</p>	<p>experiences may aid pupil's creativity on writing/writing for a purpose.</p> <p>Parents of children in receipt of this funding have commented that not having the added financial strain of school activities is helpful.</p>	
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**Total budgeted cost: £ 27,308**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

All children had access to the same school trips, visitors and residential trips as non-pupil premium children, thus providing them with a wide range of curriculum enhancing experiences, especially those pupils in Year 5 and Year 6 who participated in team building and confidence building activities whilst on residential.

EYFS data was 77% achieved GLD compared to 71% last year and 68% Nationally. We had 100% of PP children achieved GLD in July 2024.

All PP children who took the Phonics screening in Year 1 or Year 2 this year passed.

Intended outcome 1: **Increased % of children at ARE at end of Key Stage in English**

#### Data overview – Summer term Reading

ATTAINMENT	No of pupils	Below	On Track	Exceeding	PP ARE or above Red % last year data
Reception	29	16.7%	83.3%	N/A	100% (2 children) 100%
Year 1	30	20%	63%	17%	66.7% (2 out of 3 children) 50%
Year 2 Nationally 72%	30	13%	67%	20%	0% (1 child) 40%
Year 3	31	25%	47%	28%	66.7% (4 out of 6 children) 66.7%
Year 4	32	9%	44%	44%	100% (1 child) 25%
Year 5	32	19%	41%	41%	75% (3 children out of 4) 60%
Year 6 100+ Nationally 74%	33	15%	65%	20%	60% (3 children out of 5) 50%

#### Data overview – Summer term Writing

ATTAINMENT	No of pupils	Below	On Track	Exceeding	PP ARE or above
Reception	29	23.3%	76.7%	N/A	100%

					(2 children) 100%
Year 1	30	27%	67%	7%	66.7% (2 out of 3 children) 50%
Year 2 Nationally 63%	30	23%	67%	10%	0% (1 child) 20%
Year 3	31	22%	76%	6%	50% (3 children out of 6) 66.6%
Year 4	32	19%	72%	9%	100% (1 child) 25%
Year 5	32	25%	63%	13%	50% (2 children out of 4) 67%
Year 6 Nationally 72%	33	12%	70%	18%	60% (3 children out of 5) 50%

**Intended Outcome 2 -Increased % of children at ARE at end of Key Stage in Maths**

ATTAINMENT	No of pupils	Below	On Track	Exceeding	PP ARE or above Red % last year data
Nursery	16	18.8%	81.2%		
Reception	30	13%	87%		100% (2 children) 100%
Year 1	30	5%	20%	5%	100% (3 children) 50%
Year 2 Nationally 73%	30	17%	53%	30%	0% (1 child) 20%
Year 3	31	10%	71%	19%	66.7% (4 out of 6 children) 66.6%
Year 4	32	18%	82%	0%	100% (1 child) 25%
Year 5	32	13%	59%	28%	100% (4 children) 20%
Year 6 100+ Nationally 73%	34	18%	50%	38%	40% (2 children out of 5) 50%

**End of Key Stage data**

Subject	Key Stage	All	PP	National
Science	KS1	93%	0%	80%
	KS1	88%	60%	81%

**Intended Outcome 3- Children feel safe and secure in school and are happy to attend on a regular basis**

Attendance is good throughout the school and through discussions with parents and surveys parents stated that children were happy to come to school and felt safe and secure. SEMH small group sessions delivered to support children with their emotions.

**Intended Outcome 4- Improved attendance.**

Attendance has been monitored closely by our head teacher and a target of 97% was set this year.

**Intended Outcome 5- Increase in % of children achieving expected in CLL and PSED by the end of Reception.**

93.3% of children achieved CLL 2023-24 and 96.7% of children achieved PSED compared to last year 93% were on track for CLL and 86% for PSED.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*