

Pupil premium strategy statement – St Augustine's Primary School 2025-26 (2026 data included)

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	211 (R-6) 233 (N-6)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25, 2025-26, 2026-27
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Julie Foley (Head Teacher)
Pupil premium lead	Mrs Ruth Goodwin
Governor / Trustee lead	Mr Michael Wakeham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-26	£29,482.09
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for 2025-26 academic year <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>	£29,482.09

Part A: Pupil premium strategy plan

Statement of intent

At St Augustine's School, our aim is to provide all children with rich, vibrant experiences that inspire a love of learning, spark curiosity about the world around them, and equip them with the skills needed for each stage of their future lives—regardless of their background or any challenges they may face.

Every child in our care is valued, respected, and entitled to reach their full potential. Through high-quality teaching and learning, our broad and balanced curriculum delivers purposeful and contextualised learning opportunities that help each child succeed and thrive.

We are particularly committed to ensuring that the progress and attainment of pupils eligible for the Pupil Premium funding is equal to that of their peers. This funding is used strategically to support learning, teaching, enrichment, and well-being for our socially disadvantaged pupils.

To achieve this, we will:

- Use assessments, observations, and discussions with parents and school staff to determine how best to allocate the Pupil Premium funding to raise educational attainment.
- Provide early intervention at the point of need to ensure timely and targeted support.
- Create a nurturing and inclusive environment where all children can access the curriculum and are appropriately challenged.
- Ensure Pupil Premium children have access to cultural capital through funding for school trips, enrichment opportunities, and wider life experiences.

Through these actions, we aim to remove barriers to learning and ensure every child has the opportunity to flourish.

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. (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 (Year 2 new to this scheme this year, Reception and Year 1 introduced to the scheme last year).

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.	All staff trained in Little Wandle phonics and programme delivered in EYFS, Year 1 and Year 2. Catch up programme used throughout school where necessary. 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. Pupils being heard read regularly by staff. Pupil voice- pupils to speak confidently and positively about reading and reading opportunities. Early intervention- through half termly assessments pupils not working at expected standard receive extra support to narrow/close gap.
Increased % of children at ARE at end of Key Stage in English, especially writing	CPD for staff in writing in line with the new writing framework led by subject lead and Little Wandle training. Staff external training received by all staff in colourful semantics and implementation of this resource throughout the school. SLT monitoring of books show progress and pupils working at or above average related expectations with challenge evident. Increased percentage of children working at ARE or above at the end of the academic year.
All pupils to experience the same extra-curricular activities to consolidate or enrich their learning experience.	Financial support provided to families. Events such as pre-loved uniform sale, promote food banks etc. Pupils to experience a wider range of life experiences to support their reading, writing 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 and CLD (cognition and learning) 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.
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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: £ **3,782.09**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Little Wandle training for new staff members, refresher training for existing staff, purchase additional resources and offer parents the opportunity to attend workshops to support their understanding of the teaching of phonics and reading- staff to deliver this	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
Provide Colourful semantics training for staff	Supports Sentence Structure. Helps students understand the structure of a sentence (Who? What doing? What? Where? When?). Promotes the development of complete and grammatically correct sentences . Provides a visual scaffold for students who struggle with syntax and grammar. Improves Spoken and Written Language. Encourages the development of oral storytelling and narrative skills . Aids in written expression , especially for children who find it difficult to get their ideas onto paper. Helps with planning and organising ideas before writing.	1, 3, 5

	Boosts Vocabulary and Word Retrieval Focuses on the function of words (e.g., who = subject, where = place), helping students expand vocabulary in a meaningful context. Supports children with word-finding difficulties by prompting the use of more specific and relevant language.	
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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.	1. 'Small group tuition has an average impact of four months' additional progress over the course of a year.' 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.' 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.' EEF Toolkit	1, 3, 5
To provide funding to enable the assessments of pupil's individual needs and then support children with small group interventions where needed.	'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.' EEF Toolkit	

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

Budgeted cost: £ 10,200 (£600 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 cost of all activities offered and additional costs, such as uniform if needed, school milk etc.	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 experiences may aid pupil's creativity on writing/writing for a purpose. Parents of children in receipt of this funding have commented that not having the added financial strain of school activities is helpful.	2, 5

Total budgeted cost: £ 29,482.09

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS data 2025-26 - 83.3% of children achieved GLD compared to 79% last year. For the academic year 2025-26 72% of children achieved GLD nationally. We had no PP children in Reception for the 2025-26 academic year.

KS1 64% of children achieved Reading, Writing and Maths combined compared with 58% Nationally. 75% of our PP children achieved expected.

In Key Stage 2 in Reading, Writing and Maths combined 72% achieved expected with 63% Nationally. 50% of our children achieved expected (only 2 children)

88% of children in Year 1 passed the phonic screening check. No PP children passed the screening check in KS1 this year (2 children), however an improvement in the retake result was evident from the previous year.

Intended outcome 1: *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.*

Little Wandle Letters and Sounds revised scheme was purchased and introduced to Reception and Year 1 from July 2024. Parent workshops were delivered in Reception in October 2024 and in Year 1 during their curriculum meeting in September 2024.

In EYFS 90% of all children achieved expected in comprehension compared to 96% of pupils the previous year. There were no PP in EYFS 2025-26.

EYFS - Reading data stayed the same as last year at 83% for all pupils achieving expected or above. There were no PP in EYFS 2025-26.

74% of children in Year 1 achieved expected in Reading this year with 75% of PP children achieving it.

Data from Parent survey September 2025

	Strongly Agree	Agree
1. My child has made good progress in phonics	71% (12)	24% (4)
2. My child enjoys the Little Wandle Phonics sessions	41% (7)	41% (7)
3. My child enjoys bringing home their reading book each week	53% (9)	24% (4)
4. My child finds the reading books engaging	53% (9)	24% (4)
5. We have found any information shared about phonics useful and informative	35% (6)	65% (11)
6. Have you used the parent area on the Little Wandle website?	18% (3)	82% (14)

KS1- All PP children achieved expected in Reading this year compared to 0% the previous year.
KS2- With only 2 children in the cohort, 50% achieved the standard in Reading.

See Intended outcome 2 outcomes for Reading end of Key Stage data

Intended outcome 2: Increased % of children at ARE at end of Key Stage in English, especially writing

EYFS end of Key stage data (non-PP children in brackets)

Area	2023-24	2024-25	2025-26
Reading	100% (83%)	50% (83%)	N/A (83.3%)
Writing	100% (76.7%)	50% (83%)	N/A (83.3%)

KS1- PP children (non-PP children in brackets)

ARE	2023-24	2024-25	2025-26
Reading	0% (87%)	100% (79%)	75% (71%)
Writing	0% (77%)	100% (72%)	75% (68%)

KS2 - PP children (non-PP children in brackets)

ARE	2023-24	2024-25	2025-26
Reading	60% (85%)	80% (88%)	50% (88%)
Writing	60% (88%)	60% (88%)	50% (78%)

Intended Outcome 3- All pupils to experience the same extra-curricular activities to consolidate or enrich their learning experience.

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.

Intended Outcome 4- 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.

SEND lead, class teachers and PP lead worked closely with SLT during case monitoring meetings to ensure pupils were identified and given early support where needed. External assessments were paid for to support diagnoses and to aid early interventions and support provided for wellbeing of pupils too through Nurture UK and PINS.

For PP children the percentage of those achieving ARE throughout the school can be seen below:

Subject	PP pupils who are not SEND	PP who are SEND (4 children)
Reading	53%	0%
Writing	53%	0%
Maths	53%	0%
Science	59%	0%
RE	65%	0%

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
N/A	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A