

# Pupil premium strategy statement – St. Augustine’s Catholic 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	232 (N-Yr6) 217 (R-Yr6)
Proportion (%) of pupil premium eligible pupils	11% - 24 children (R-Yr6)
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> )	2021-22 - 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£ 39530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 3625
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>	£43,155

## 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
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1	Full class sizes with limited staff to support and deliver intervention groups. (32 children in KS2)
2	Gaps in learning due to pandemic, data shows this is particularly evident in CLL and PSED in Reception/KS1 cohort, due to the absence of attending toddler groups during pandemic.
3	Assessments, observations, and discussions with staff indicate lower levels in English, particularly writing – Lack of stamina to write at length.
4	Assessments, observations, and discussions with the SEND lead show pupil premium children display a lack of number fact knowledge.
5	Knowledge of the children in our care, indicates that a high proportion of disadvantaged children are impacted by external factors (Family bereavement, split families, safeguarding, SEMH)
6	Historically, attendance for disadvantaged pupils has been significantly lower than non-disadvantaged pupils. This negatively impacts children's progress.
7	Financial challenges of extra-curricular activities offered.

## 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
Increased % of children at ARE at end of Key Stage in English	Assessments and observations will show that attainment among disadvantaged pupils is increasing year on year. Within the next three years 80% of PP children will be at expected age related standard in writing.
Increased % of children at ARE at end of Key Stage in Maths	Assessments and observations will show a continued increase in attainment among disadvantaged pupils, increasing year on year. Within the next three years 80% of PP children will be at expected age related standard in maths.
Children feel safe and secure in school and are happy to attend on a regular basis.	Through observations, professional discussions and working with parents, ensure that children feel safe and secure

	<p>in school. SEMH support will be delivered to children either 1:1 or in small groups, by the SENDCO, when needed.</p> <p>Children have strategies to manage their emotions.</p>
Improved attendance.	Disadvantaged children to meet school target of 97% attendance.
Increase in % of children achieving expected in CLL and PSED by the end of Reception.	<p>Through assessments, observations and professional discussions an increase in % of children at expected for CLL and PSED. Completion of NELI programme.</p> <p>Completion of Speech and Language interventions.</p>

## 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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide support in EYFS, Key Stages One and Two for intervention groups within the classroom - Recruitment.</p> <p>Support children in upper key stage two to be secondary ready</p>	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. 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>3. One to one tuition and small group tuition are both effective interventions.</p>	2,3,4

	<p>However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. 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>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Intervention and Speech and Language interventions	<p>1.EEF funded 2 controlled trials which found that children receiving the NELI programme had +3 additional months progress in oral language skills compared to children who do not receive NELI.</p> <p>2.NELI received 5 out of 5 on the EEF Padlock Scale which means they can be very confident in the results of the evaluation.</p> <p>3.Children receiving NELI programme also made more progress in early word reading (+2 months) and children with EAL benefited just as much from the programme as native English speakers.</p> <p>4. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>5. 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>6. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that</p>	2

	<p>greater use of this approach may be worthwhile.</p> <p>7. 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>	
School-led tutoring	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. 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>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. 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>	3,4

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

Budgeted cost: £ 5,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support disadvantaged children to access all activities	Using Pupil Premium funding to provide a wider range of curriculum opportunities and/or to ensure that money did not	6, 7

<p>offered. Pupil premium funding will cover the cost of all activities offered</p>	<p>become a barrier to equality of access to an enhanced curriculum.</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>	
<p>To support children in regards to SEMH through specialist support, working closely with SENDCO, parents and other agencies.</p>	<p>Social and emotional competences are relevant across life from childhood to adulthood. Understanding and supporting children with their social and emotional needs is about helping them for life, with skills that can be utilised far beyond the classroom.</p>	<p>5, 6</p>

**Total budgeted cost: £ 43,155**

## 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 6 who participated in team building and confidence building activities whilst on residential.

EYFS data 71% achieved GLD compared to 67% Nationally

Year 1 phonics data- 50% of our pupil premium children (2 children) achieved their phonic screening. 93% of the Year 1 cohort achieved the phonic screening, whereas nationally this was 79% and Year 2 94%

#### **End of KS1 Data**

Writing 69% achieved expected compared to 60% Nationally. PP children 20% achieved expected (1 child out of 5) and in Mathematics 78% achieved expected standard compared to 71% Nationally with 20% of PP children (1 out of 5) achieving expected.

#### **End of KS2 Data**

Writing 78% of our children achieved expected standard compared to 71% Nationally and 16% achieved above expected compared to 13% Nationally.

50% of PP children achieved standard.

SPAG 78% achieved expected compared to 72% Nationally and 31% above expected standard compared to 30% nationally.

Mathematics 91% achieved expected standard compared to 73% Nationally and 38% achieved above expected standard compared to 24% Nationally.

50% of PP children achieved expected standard.

Reading, writing and Mathematics Combined was 75% expected compared to 60% nationally, 16% above expected standard compared to 8% nationally.

Through discussions with all staff members, children's lack of stamina when writing has been highlighted from last academic year's data as areas to focus upon this year.

Attendance was tracked carefully during the year by the HT and actioned where necessary. Percentage absence was 6.17% for PPI compared to 4.28% non PPI.

**English Summer data**

<b>ATTAINMENT</b>	<b>No of pupils</b>	<b>Below</b>	<b>On Track</b>	<b>Exceeding</b>
<b>Nursery</b>	21	10%	90%	N/A
<b>Reception</b>	28	18%	82%	N/A
	2 PP		100%	
<b>Year 1 R</b>	29	20%	67%	10%
	2 PP	50%	50%	
<b>Year 1 W</b>		23%	67%	10%
	2 PP	50%	50%	
<b>Year 2 R</b>	32	22%	63%	15%
	5 PP	60%	40%	
<b>Year 2 W</b>		31%	69%	N/A
	5 PP	80%	20%	Following moderation
<b>Year 3 R</b>	31	13%	53%	31%
	3 PP	33.3%	33.3%	33.3%
<b>Year 3 W</b>		19%	81%	N/A
	3 PP	33.3%	66.6%	
<b>Year 4 R</b>	32	25%	50%	25%
	4 PP	75%	25%	
<b>Year 4 W</b>		22%	69%	22%
	4PP	75%	25%	
<b>Year 5 R</b>	33	21%	45%	30%
	5 PP	40%	60%	
<b>Year 5 W</b>		24%	67%	6%

	5 PP	40%	60%	
<b>Year 6 R</b>	32	16%	56%	28%
	6 PP	50%	33%	17%
<b>Year 6 W</b>		19%	66%	16%
	6 PP	50%	50%	
<b>SPAG</b>	6 PP	50%	33%	17%

Following CPD and support throughout the year, Y2 data was amended:

Teacher Assessment (%s)	Autumn	Spring	Summer
<b>WTS</b>	53	28	31
<b>EXS</b>	41	53	69
<b>GDS</b>	0	0	0

Maths Summer Data

Data overview – Summer term

ATTAINMENT	No of pupils	Below	On Track	Exceeding
<b>Nursery</b>	21	5%	95%	%
<b>Reception</b>	28	7%	93%	%
	2 PP		100%	
<b>Year 1</b>	29	31%	38%	31%
NFER	2PP	50%	50%	(13% over 115)
<b>Year 2</b>	32	41%	53%	6%
SATS	5 PP	80%	20%	
<b>Year 3</b>	32	16%	25%	59%
NFER	3 PP	33.3%	66.6%	(34% over 115)
<b>Year 4</b>	32	13%	38%	50%
NFER				(40% over 115)
	4 PP	75%	25%	
<b>Year 5</b>	33	15%	27%	58%

NFER	5 PP	80%	20%	(24% over 115)
<b>Year 6</b>	32	9%	53%	38%
SATS	6 PP	17%	50%	33%

## 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
Small group tuition – KS2	Supply teacher