

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Augustine's Catholic Primary and Nursery School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Fran Moore/Deborah Tibble
Pupil premium lead	Fran Moore
Governor / Trustee lead	Caroline Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,174
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114,194

Part A: Pupil premium strategy plan

Statement of intent

It is essential that every child at St Augustine's experiences and accesses the very best education in order to narrow the gaps that have widened due to the pandemic and the common barriers disadvantaged children encounter. This may include; Less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and complex, for some. It is essential that our approach is bespoke and meets the educational and emotional needs of the disadvantaged children.

Consistently high quality teaching is at the core of our approach and is integral to our School Development Plan 21-22 (as part of our Catch-Up objective). Based on data analysis and formative assessment strategies the specific needs of individual children are identified and this informs the support the pupils require, both disadvantaged and advantaged, benefitting from the planned provision.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the '3 tiered approach to school improvement'.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure the best possible outcomes for pupils.

Additionally, our approach will be responsive to the identified needs and will ensure timely intervention when necessary. Furthermore, we will adopt the following principles:

- Ensure that teaching and learning consistently meets the need of all pupils and early intervention is implemented when a need is identified.
- Adopt a whole school approach in which all staff take full responsibility for disadvantaged pupils' outcomes.
- Ensure that high expectations are the norm, for every pupil, in a low stress, high challenge learning climate.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gap has widened due to the COVID-19 pandemic disruption preventing consistently high quality teaching and learning.</p> <p><i>In response to loss of learning due to COVID 19 we will ensure that all children receive Quality First Teaching which is based upon their current understanding and responds to their needs. This is so all children can 'catch up' and finish the academic year 2021-2022 with no negative impact on their progress.</i></p> <p>Rosenshine carried out valid research based on understanding the art of teaching. The findings were based on 3 key areas:</p> <ol style="list-style-type: none"> 1) How the mind acquires new information and then uses it. 2) How instruction is used by the most successful teachers ~ based on progress and attainment. 3) The invention of procedures, devised by researchers, to help students learn difficult tasks.
2	<p>Low attainment on entry to the Early Years Foundation.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. As well as weak language and communication skills. Many of the disadvantaged pupils are unlikely to have the breadth of vocabulary on entry to Reception. This negatively impacts their development in all areas of EYFS.</p>
3	<p>Limited ability to access learning effectively</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Limited parental involvement</p> <p>Due to the limited access parents have had visiting school due to COVID-19, it is evident that this had had a detrimental impact on their</p>

	involvement with their child's learning and school itself. It is vital we get parents/ carers into school and strengthen home/school links. Increase offerings of parent workshops/stay and play opportunities delivered by teachers (With COVID 19 safety measures in place).
5	Increased referrals to social services and teacher referrals for support with behaviour Referrals have increased significantly during the pandemic. Many more children now need additional support with social and emotional needs.

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
Progress in Reading	KS2 reading outcomes in 2024/2025 show more than 85% of disadvantaged pupils met the expected standard.
Progress in Writing	KS2 writing outcomes in 2024/2025 show more than 85% of disadvantaged pupils met the expected standard.
Progress in Mathematics	KS2 maths outcomes in 2024/2025 show more than 85% of disadvantaged pupils met the expected standard.
Phonics	Achieve national expectation in Phonics Screening Check. Assessment and other monitoring activities indicate improved oral language and ability to decode successfully among disadvantaged pupils.

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: £ 79,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch Up Teacher Lent Term £18,432	EEF Tiered Approach Model- High Quality Teaching-Ensuring an additional effective teacher is in class, team teaching and providing timely intervention, to the children who need it.	1,2,3
Year 3/Year 4 HLTA 5 days per week £34,820	EEF Tiered Approach Model- Targeted academic support. High Quality Teaching-Ensuring an additional effective HLTA is in class, supporting the teacher and providing timely intervention, to the children who need it. As well as, small group work focussed on overcoming gaps in learning.	1,2,3
Additional half day for EYFS teacher 0.5 Days per week £6,004	EEF Tiered Approach Model- Additional half day to be used to provide additional bespoke phonics sessions for Reception children. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Purchase of standardised diagnostic assessments. Pira & Puma £2,916 Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3
Staff CPD 1 day per teacher £8,704	EEF Tiered Approach Model- High quality staff CPD is essential to follow: <ul style="list-style-type: none"> Rosenshine's Instructional Principles-CPD focus 21/22. EEF Principles-For teachers and teaching assistants to ensure best practice across all Year Groups. 	1,2,3

	<ul style="list-style-type: none"> We are part of the Our Lady of Lourdes Catholic Multi Academy Trust and access the steering groups regularly in order to share best practice. 	
<p>Access to rich vocabulary-New classroom libraries. £6,000</p> <p>Literacy Volunteers to listen to Year3/Year 4 children read on a weekly basis. £732</p>	<p>Foster a love for reading and develop a reading culture across all key stages and encourage parents to play an active role in their child's learning journey.</p> <p>Ensure children can access the class books and share them at home.</p>	1,2,3,4,5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. £2,000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: £ 11,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO-Additional Day	With the additional increase in Social Services involvement and widening gaps for our SEND children it is essential that we have an in depth knowledge of our pupils and can identify triggers, increase 1:1 sessions and access additional support as soon as possible.	4,5

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

Budgeted cost: £ 23,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Faith in Families Social Worker assigned to school £10,913	More frequent behaviour difficulties meaning PP children are more likely to have their learning day disrupted and thus, impact on academic progress. The use of our Faith in Families social worker also identifies any early intervention/parent support that may be needed to support the family.	1,2,3,4,5
Play Therapy 2x½ days per week. £5,000	Play therapy is recognized as an evidence-based practice by professional organisations for anxiety, disruptive behaviours, and victims of domestic violence. Play therapy consistently demonstrates positive effects with few exceptions. (Psychology Today). Staff CPD-Trauma Informed Training.	1,2,3,4,5
Emotional Literacy Support Sessions- Provide access to CPD/Accreditation to ELSA Training- £800 Resources £500	Increase the number of ELS sessions being delivered in order to target more children who need this provision.	4,5
Residential Costs £6,000	It is essential for the children's wellbeing that they experience different opportunities and experiences so that they can assign meaning to their learning. All planned residential trips/school trips and school visitors are linked to the curriculum.	1,2,3,4,5

Total budgeted cost: £114,260

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in 2018/2019 in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funding planned improvements to teaching and targeted interventions to the degree we had intended. The impact was diminished by our resolution to ensure consistency in teaching across all key stages, including during periods of partial closure.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars

Further information (optional)

- The children in receipt of Pupil Premium will attain in line with other children in all areas of school.
- Additional staff will be deployed across school to help narrow the gap between PP children and other children in school.
- HA pupils in receipt of PPG are given access to bespoke extra-curricular activities relevant to their individual passions and learning strengths.
- Children will be assessed rigorously and accurately to ensure correct interventions are in place.
- PP pupils in school continue to make good and outstanding progress in all year groups and all subjects.
- All staff will plan and deliver an exciting curriculum that enables children to make good or better progress.
- The curriculum will be enriched to provide memorable life experiences for children.
- The development of the foundation subject curriculum will continue to ensure children make accelerated progress through exciting and well-rounded experiences.
- PP children will have all the equipment and resources they require in order to access the school curriculum to the best of their ability whether at home, or in school.