

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	335
Proportion (%) of pupil premium eligible pupils	28.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Frances Moore/Tracy Lane
Pupil premium lead	Frances Moore
Governor / Trustee lead	Caroline Murphy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,880
Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£135,510

## 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 and eliminate common barriers disadvantaged children encounter. As outlined by the EEF, common barriers for disadvantaged children can be: less support at home, poor language and communications skills, lack of confidence and the ability to speak clearly, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and complex for some. It is therefore, essential that our approach is bespoke and meets the educational and emotional needs of our disadvantaged children.

Maximising the progress of every child is at the core of our approach and is integral to our School Development Plan 22-23. 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.

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 appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- 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.

#### **School Context**

St Augustine's is a Catholic Primary Academy. It is 1.5 forms. The school's location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Weak language and communication skills across all Key Stages.</b>
2	<b>Low attainment achieve at the end of 22-F2, now Y1-Significantly below national expectation standards.</b>
3	<b>Attendance and punctuality issues.</b>
4	<b>Year 5-Greatest number of pupil premium and prior attainment indicates that it is below national.</b>
5	<b>More frequent behaviour difficulties.</b>

## 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: £66,742.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targetted Intervention Teachers across:</p> <p>KS1</p> <p>LKS2</p> <p>UKS2</p> <p>£59,962.50</p>	<p>EEF-Selecting Interventions using the TARGET approach.</p> <ul style="list-style-type: none"> <li>• KS1- Key focus on phonics and writing in Year 1 (end of FS2 significantly below national expectation).</li> <li>• LKS2-Intervention programme set by teacher and followed precisely by additional teacher. Specifically targeting current Year 3s due to KS1 Sats scores being significantly below national expectations.</li> <li>• UKS2-Target Year 5 due to data indicating Year 5 are performing below national expectation.</li> </ul>	1,2,4,5
<p>Speech and Language Therapist to screen all children on entry and bespoke programmes are put in place.</p> <p>5 x sessions</p> <p>£580</p> <p>EY Resourcing to meet the need of the new EY Curriculum.</p> <p>£5000</p>	<p>Historically, about only half of the children in reception cohort have received a Good Level of Development by the end of Foundation Stage. Foundation Stage attainment is therefore consistently well below average. This year however, it has also demonstrated the severe impact of the pandemic that has had on</p> <p>These figures reflect the fact that many children join St Augustine's with very low levels of development.</p>	1,2
<p>Oracy 21 Project</p> <p>Release time- 1 days per term x 2 teachers to implement this programme across all Key Stages.</p> <p>£1200</p>	<p>"Oracy is a fundamental life skill that enables young people to present, inform, discuss and converse with others. This helps them, for example, to succeed..."</p>	1

	<p>Stephen Tierney 2020</p> <p>Educating with Purpose-The Heart of What Matters.</p> <p>This programme is to transform our teaching and learning through talk.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Complete Maths £4500	These approaches have been effective pre-pandemic. It will now be reinstated, targetting the lowest 20% (maths attainment) across the school.	2, 4
Additional half day for EYFS teacher £11,225	Additional half day to be used to provide additional bespoke phonics sessions for Reception children. EEF Tiered Approach Model.	1,2

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy 2 days per week £16,200	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 ,5
Emotional Literacy Support Sessions- Provide access to	Increase the number of ELSA sessions being delivered in order to target more	1, 3, 5

CPD/Accreditation to ELSA Training-Increase capacity to deliver it. £22,500	children who need this provision. Increased ELSA trained TAs from 1 to 3. 1 x ½ day cover per week.	
Residential Costs £8000	It is essential for the children's well-being 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: £128, 467.50**

## 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 2021 to 2022 academic year.

- Teaching has been consistently good across all year groups-SIP 2 and 3-Rosenshine Effective intervention has been delivered by Catch Up Teacher.
- Effective deployment of an experienced HLTA narrowing the learning gaps of Year 3 and Year 4 children.
- Targetted phonics groups to raise phoneme/grapheme recognition with plentiful opportunities for deliberate practice.
- Data below demonstrates end of KS2 outcomes 2022

#### Key Stage 2 – Year 6

Subject	Level	St Augustine's	National
Reading	Expected	64%	74%
	Greater Depth	31%	26.9%
Writing	Expected	69%	69%
	Greater Depth	7%	20.2%
Maths	Expected	71%	71%
	Greater Depth	20%	26.6%
GPS	Expected	73%	72%
	Greater Depth	33%	35.7%
R,W,M Combined	Expected	60%	59%
	Greater Depth	7%	10.1%

- Pupil premium children (and all children) have had greater access to reading as well as an increased teaching focus on closing the vocabulary gap for our disadvantaged. Furthermore, the PP children have had weekly 1:1 reading aloud opportunities to aid fluency and comprehension. This is reflected in the reading and writing data-Year 3 and Year 4.
- Huge emphasise on explicitly planned for opportunities to promote discussion-This will be an ongoing objective moving forward-Having subscribed to VOICE 21 ORACY-2022/23-to transform our teaching and learning through talk.
- Social and emotional support for PP children has been implemented. It is recognised the significance this has on learning if children do not have the skills to regulate their emotions.
- Enabled all PP children to go on residential trips which provide a wide range of aspirational experiences. All costings of trips for PP children were fully funded: Y6-Residential BRIARS Y2- Wollaton CAMP/Curriculum Enrichment.

## 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 progress in nearly all year groups and nearly 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.