

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Academy
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£129,495
Recovery premium funding allocation this academic year	£12,905
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	£142,400

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 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 23-24. 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 needs 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	Evidence
1	Children enter the Foundation Stage well below the national average in all areas.	Baseline assessments demonstrates large majority of children begin school working below the expected level.
2	Speech and language delay on entry to school.	A significant proportion of children begin school having been referred to Speech and Language Service or are referred within their first term at school.
3	Vulnerable families with emotional and social needs	Early Help and Children and Families have worked or are working with families within school.
4	Lack of cultural capital and experiences which obstruct ability to contextualise learning.	The school's pupil population is located within the 5 th quintile of deprivation-The most deprived category.
5	Underachievement due to lack of engagement with education.	A significant proportion of families have limited engagement with school or are apprehensive about visiting school.
6	Behaviour and attitudes to learning that hinders learning on entry to school.	Successive Reception Baseline assessments evidence a large number of children begin school working below the expected levels of characteristics of Effective Learning.

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
To improve the attainment in Reading, Writing and Phonics of disadvantaged children.	Achieve national average outcomes in Y1 (Summer '24) Phonics Screening Check. Achieve national average outcomes in Y2 (Summer '24) Phonics Screening Check.

	Achieve national average progress scores in Reading and Writing in Y6 (Summer '24).
To improve the attainment of Mathematics of disadvantaged children.	Achieve national average progress scores and outcomes in Mathematics in Y6 (Summer '24).
All children to access the maximum amount possible of Quality First Teaching via Rosenshine's Principles, by attending school every day.	Maintain statutory year groups' attendance at above national levels throughout 23-24.
The attainment in Reading, Writing and Phonics of disadvantaged children.	Achieve national average outcomes in Y1 (Summer '24) Phonics Screening Check. Achieve national average outcomes in Y2 (Summer '24) Phonics Screening Check. Achieve national average progress scores in Reading and Writing in Y6 (Summer '24).

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: £77,940.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ teaching assistants and early years practitioners to enable streamed phonics groups in EYFS and KS1.	EEF Report-'Using your pupil premium funding effectively-Oct '21. Targeted academic support-Evidence consistency shows the impact that one to one and small group interventions can have on pupils who are falling behind.	1,2
Employ early years practitioners and teaching assistants across school to enable reading interventions to be completed across school.	EEF Report-'Using your pupil premium funding effectively-Oct '21. Targeted academic support-Evidence consistency shows the impact that one to one and small group interventions can have on pupils who are falling behind.	1,2
Employ early years practitioners and teaching assistants to enable streamed writing and phonics groups in Reception and KS1.	EEF Report-'Using your pupil premium funding effectively-Oct '21. Targeted academic support-Evidence consistency shows the impact that one to one and small group interventions can have on pupils who are falling behind.	1,2
Deliver CPD to teachers and teaching assistants on the implementation of the school's strategic approach to handwriting and phonics-Whole school.	EEF Report-'Effective Professional Development -Oct 2021'. Ensure that CPD development actively builds knowledge, motivates staff, develops effective pedagogy and embed best practice.	1,2
To purchase Cambridge PenPals Handwriting resources to enable children to reach expected standard of handwriting. To deliver CPD to teachers and teaching assistants on the implementation of the school's strategic approach to handwriting.	EEF Report-'Effective Professional Development -Oct 2021'. Ensure that CPD development actively builds knowledge, motivates staff, develops effective pedagogy and embeds best practice.	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Intervention Teacher and HLTA:</p> <p>£71,160.88</p>	<p>EEF-Selecting Interventions using the TARGET approach.</p> <ul style="list-style-type: none"> • KS1- Key focus on phonics and writing in Year 1 (end of FS2 significantly below national expectation). • 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. 	<p>1,2,4,5</p>
<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 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. These figures reflect the fact that many children join St Augustine's with very low levels of development.</p>	<p>1,2</p>
<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> <p>Stephen Tierney 2020</p> <p>Educating with Purpose-The Heart of What Matters.This programme is to transform our teaching and learning through talk.</p>	<p>1</p>

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

Budgeted cost: £16,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Complete Maths £7000	These approaches have been effective pre-pandemic. It will now further reinstated, targeting the lowest 20% (maths attainment) across the school.	2, 4
Additional half day for EYFS teacher £9475	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: £44,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy 2 days per week £13,285	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

<p>Emotional Literacy Support Sessions-Provide access to CPD/Accreditation to ELSA Training-Increase capacity to deliver it.</p> <p>£22,500</p>	<p>Increase the number of ELSA sessions being delivered in order to target more children who need this provision. Increased ELSA trained TAs from 1 to 3.</p> <p>1 x ½ day cover per week.</p>	<p>1, 3, 5</p>
<p>Residential Costs and enabling children to develop their Cultural Capital through visits to a range of venues and providing carefully planned experiences to develop children's language acquisition and capability .</p> <p>£9000</p>	<p>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.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £139,200.88

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 2022 to 2023 academic year.

- Teaching has been consistently good across all year groups-SDP 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.
- Targeted phonics groups to raise phoneme/grapheme recognition with plentiful opportunities for deliberate practice.
- 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 emphasis 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
Complete Maths	Complete Maths

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.
- Children will be assessed rigorously and accurately to ensure timely 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 to access the school curriculum to the best of their ability whether at home, or in school.