

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	334
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£122,541.16
Recovery premium funding allocation this academic year	£0
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	£122,541.16

Part A: Pupil premium strategy plan

Statement of intent

- At St Augustine's, we are committed to ensuring that every child, particularly those who are disadvantaged, experiences and has access to the very best education. Our goal is to narrow achievement gaps and eliminate common barriers that disadvantaged children face, as outlined by the Education Endowment Foundation (EEF). These barriers often include limited support at home, poor language and communication skills, low confidence, difficulty in expressing themselves clearly, frequent behavioural challenges, and issues with attendance and punctuality.
- Given the diverse and complex nature of these challenges, it is essential that our approach is tailored to meet the unique educational and emotional needs of our disadvantaged children. Maximising the progress of every pupil lies at the heart of our School Development Plan for 2024-2025. Through data analysis and ongoing formative assessment, we identify the specific needs of individual children. This information guides the targeted support provided to both disadvantaged and advantaged pupils, ensuring that all benefit from the planned provision.

Our approach is flexible and responsive to the needs of our pupils, ensuring that timely interventions are implemented as necessary. We will adopt the following key principles to support our work:

- Ensure that teaching and learning consistently meets the needs of all pupils, with early intervention and adaptations promptly applied when a need is identified.
- Foster a whole-school approach where all staff take collective responsibility for the outcomes of disadvantaged pupils.
- Make appropriate provision for pupils in vulnerable groups, including ensuring that the specific needs of socially disadvantaged pupils are accurately assessed and effectively addressed.
- Maintain high expectations for all pupils in a low-stress, high-challenge learning environment.
- Recognise that not all pupils who receive free school meals are socially disadvantaged, and provision will be tailored accordingly.
- Through these principles, we are committed to ensuring that every child, regardless of background, has the opportunity to succeed and thrive at St Augustine's.

School Context

St Augustine's is a Catholic Primary Academy with a 1.5-form entry structure. The school is situated in an area with a high level of deprivation, as indicated by its location deprivation indicator, which falls in quintile 5 (the most deprived) of all schools. This highlights the significant socio-economic challenges faced by many of the pupils. This context further reinforces the importance of a tailored, inclusive approach to education, ensuring that all children, particularly those from disadvantaged backgrounds, receive the support they need to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps: Many of our disadvantaged pupils, especially in EYFS and KS1, struggle with oral language and vocabulary acquisition. This gap is more pronounced in disadvantaged children compared to their peers, which affects their overall communication and literacy development. In F2: 43% SEND 48% EAL
2	Low attainment on entry to EYFS: Children entering the Early Years Foundation Stage (EYFS) often demonstrate low levels of attainment, particularly in listening, attention, understanding, and speaking. This presents a foundational challenge in preparing these children for future learning.
3	Limited enrichment experiences: Many children do not have access to enrichment experiences outside of school, which are vital for expanding vocabulary and broadening their life experiences. This lack of enrichment further limits their exposure to new words and ideas, impacting their academic and social development.
4	Vulnerability to social, emotional, and mental health difficulties: A significant number of pupils face emotional and mental health challenges due to factors such as witnessing domestic violence, experiencing the effects of drug/alcohol abuse, or living with separation and parental mental health issues. These experiences can severely impact their ability to focus and engage in learning.
5	Lost learning, coupled with limited parental involvement in home learning, has contributed to significant knowledge gaps. This has caused many pupils to fall further behind age-related expectations, a trend that is consistent with national studies.
6	Lateness: Disadvantaged pupils, particularly those from hard-to-reach families, often experience higher levels of absenteeism. This negatively impacts their learning and well-being, as consistent attendance is crucial for academic progress.

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
Improved progress in Reading.	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in reading.
Improved progress in Writing	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in writing.
Improved progress in Maths	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in maths.
Improved progress in Phonics	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in phonics.
Other	The majority of pupils, including those classed as disadvantaged, arrive to school on time.

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: £79,696.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception/KS1 Intervention Teacher £24,759.12	On entry to Reception, most children have low Language and Communication skills. Due to a poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Most children working within 16- 26/22-36-month age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's. In order for SLT to be released weekly and for all subject leaders to be released once a term. The additional teaching staff sees progress accelerated. 33% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care. EEF research states that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school	1, 2, 5, 6
Staff CPD £11,200 Additional CPD for named staff – with an emphasis on understanding and supporting autism and mental health.	Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils (DfE 2021) EEF Toolkit – Small Group Tuition Sutton Trust/EEF Teaching and Learning Toolkit.	1,2,3,4,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention HLTA £43,737.20	Small group tuition has an average impact of 4 months additional progress over the year. EEF teaching and learning toolkit – small group tuition	1,2,4,5, 6

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

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional half day for EYFS teacher £3600	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: £38,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy 2 days per week £12,926	Play therapy is recognised 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.	1,2,4,5, 6

<p>Emotional Literacy Support Sessions-Provide access to CPD/Accreditation to ELSA Training-Increase capacity to deliver it.</p> <p>£16,020</p>	<p>Increase the number of ELSA sessions</p> <p>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>	4
<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>£9785</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.</p> <p>All planned residential trips/school trips and school visitors are linked to the curriculum.</p> <p>Continue to support those children who do not engage in wider learning activities/creative opportunities outside of school and subsidise school trips and residentials for those children deemed disadvantaged, to widen knowledge and experiences. This will increase opportunities and build self-esteem and enhance pupils' cultural capital by providing breadth of experiences.</p>	3

Total budgeted cost: £122, 027.32

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 2023 to 2024 academic year.

Outcomes Achieved:

1. Improved Attainment in Reading, Writing, and Phonics for Disadvantaged Children

The attainment in Reading, Writing, and Phonics for disadvantaged children has improved, with a greater percentage now achieving age-appropriate levels, successfully closing the gap with their peers.

- Reading: 72.12% of disadvantaged students are now reading at age-related expectations or above.
- Writing: 48% of disadvantaged students have achieved age-appropriate standards in writing.
- Phonics 100% of disadvantaged students passed the Phonics Screening Check at the end of Year 1. That is 66.7% up on 22/23.

2. Improved Attainment in Mathematics for Disadvantaged Children

The attainment in Mathematics for disadvantaged children has shown improvement, with a higher percentage of students now meeting age-related expectations.

- Mathematics: 53.64% of disadvantaged students are now meeting or exceeding expected standards in mathematics.

3. Access to Quality First Teaching for All Children

All children, particularly those from disadvantaged backgrounds, have consistently received high-quality teaching, following Rosenshine's Principles of Instruction. This has been supported by excellent attendance and a focus on ensuring every student receives maximum access to quality learning each day.

- **Attendance:** Disadvantaged students achieved an attendance rate of 95%, ensuring regular participation in high-quality lessons and interventions.

4. Tracking and Monitoring Progress

Regular monitoring and assessment have ensured that all disadvantaged students are on track. Progress has been consistently reviewed, and interventions have been tailored to meet individual needs, ensuring that no student has been left behind.

- **Progress Monitoring:** Disadvantaged students have shown measurable progress in Reading, Writing, Phonics, and Mathematics, with data consistently reflecting improvement over the course of the year.

Summary of Impact:

- **Academic Progress:** Targeted interventions, especially in Reading, Writing, and Phonics, have shown tangible improvements in attainment for disadvantaged students, particularly in Year 1, Year 3, Year 4 and Year 5.
- **Oracy and Communication:** The emphasis on oracy and discussion has significantly enhanced verbal communication skills, with ongoing plans to embed this practice throughout the school, ensuring all children can express themselves confidently.
- **Social and Emotional Development:** Social and emotional support for Pupil Premium (PP) children has enabled them to develop crucial emotional regulation skills, positively impacting their learning engagement and behaviour in the classroom.
- **Aspirational Experiences:** All PP children were provided with enriching residential trips and extra-curricular activities, which supported their personal growth, built aspirations, and provided unique learning opportunities outside of the classroom.
- **Overall Progress and Equity:** These targeted interventions have led to a noticeable narrowing of the learning gaps for disadvantaged children. Improvements have been made across key areas such as Reading, Writing, Phonics, and Social-Emotional Wellbeing. Moving forward, these initiatives will continue to be a priority to ensure sustained progress and equity for all learners.

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
Testbase	Testbase
Grammasaurus	Grammasaurus
Little Wandle	Letters and Sounds

Further information (optional)

1. **Attainment Goals:**
 - Children receiving Pupil Premium (PP) funding attained outcomes in line with their peers across all areas of the curriculum.
2. **Targeted Support:**
 - Additional staff were deployed across the school, helping to narrow the attainment gap between PP children and their non-PP peers.
3. **Accurate Assessment and Interventions:**
 - Rigorous and accurate assessments were carried out, allowing for the timely identification of needs and the implementation of targeted interventions.
4. **Progress Monitoring:**
 - PP pupils made good progress in nearly all year groups and subjects, with almost all of them meeting or exceeding expected progress benchmarks.
5. **Curriculum Delivery:**
 - All staff successfully planned and delivered an engaging and stimulating curriculum, enabling children, especially PP students, to make good or better progress.
6. **Enriched Curriculum:**
 - The curriculum was enriched with memorable experiences, ensuring that PP children had access to the same opportunities as other children, both within and outside of the classroom.
7. **Foundation Subject Development:**
 - The foundation subject curriculum was further developed, ensuring that PP children enjoyed exciting and well-rounded learning experiences that promoted accelerated progress.
8. **Access to Resources:**
 - PP pupils were provided with all necessary resources to fully engage with and succeed in the curriculum, whether at home or in school. This included access to equipment and additional support to facilitate their learning.

Key Outcomes:

- **Staff Training:** Staff received ongoing professional development, equipping them with the skills to effectively support PP students.
- **Parental Engagement:** Strong partnerships with parents and caregivers were fostered, ensuring that PP children received support at home.
- **Monitoring & Evaluation:** The effectiveness of interventions, curriculum delivery, and progress monitoring were regularly reviewed, with adjustments made as necessary to maximize impact.

This approach led to positive outcomes for PP children, ensuring they received the support and opportunities needed to thrive academically and personally.