

# St Augustine's Catholic Primary School & Nursery



## **Pupil Premium Strategy Statement: 2024 to 2027**

This statement details our school's strategy plan for spending pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It explains how we intend to spend the funding this academic year and the effect that last year's spending of pupil premium had within our school.

It also details our use of any Service Pupil Premium that we have been allocated in 2023 to 2024.

## School overview 2024-25

Detail	Data
School name	St Augustine's Catholic Primary School & Nursery
Number of pupils in school	128 Main School 16 Nursery
Proportion (%) of pupil premium eligible pupils	50% (66 children in Main School)
Pupil premium funding (£) allocation this academic year	£97860 (66 children)
Pupil premium funding (£) carried forward from previous years	£0
Total budget (£) (sum of 3 amounts above)	£97860 £2570 (1 child PP+) £100,430
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	September 2024 Reviewed September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	S Jevons -Executive Headteacher
Pupil premium lead	E Lambe - Head of School
Governor lead	R Hughes

## Section A: Pupil premium strategy plan

### Statement of intent

At St Augustine's we aim for all children, irrespective of their background or the challenges they face, to reach their potential. The focus of our Pupil Premium strategy is to support children who are disadvantaged to achieve their goals, including those who are already high attainers.

All staff and stakeholders:

- believe that no child's start in life should determine their future
- believe in the unseen potential of all children
- adopt a 'solution-orientated' approach to overcoming barriers
- are involved in the analysis of data and identification of pupils
- ensure all pupil premium children benefit from the funding, not just those who are under-performing

At St Augustine's, our ultimate objectives are:

- To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils

- To ensure disadvantaged children attend school regularly
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

Quality first teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In conjunction to high-quality teaching, we aim to diminish the gaps in attainment through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps with disadvantaged pupils especially the younger disadvantaged children.
2	Reading – fluency, vocabulary knowledge and comprehension strategies as there is often poor parental engagement in reading which means many children are not being read to by parents on a regular basis
3	A proportion of persistent absentees are disadvantaged children. This impacts on their progress rates across subjects. Attendance of disadvantaged children is below national figures.
4	The social and emotional needs of some disadvantaged children impact on progress rates. Attendance, punctuality and 'readiness for learning' each day is often affected by the potentially difficult dynamics of home.

## Intended outcomes

This section 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
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Increased attainment for disadvantaged children in R, W and M.	Outcomes for disadvantaged children in R,W,M in line with non-disadvantaged children
Disadvantaged pupils will read most days with an adult in school. This will improve confidence, fluency and attainment in reading.	Pupils will be reading regularly either at home or with an adult in school. Attainment in reading for disadvantaged pupils will rise to at least 75% of Pupil Premium children achieving expected standard or above in reading in Yrs 5,4,3,2,1. Children will be confident and engaged readers.
Reduced persistent absence of children who are disadvantaged. Increase attendance of children who are disadvantaged	Reduce PA to below national averages Across the 3 year strategy, disadvantaged children achieve our minimum target of 96%
Improved well being of children who are disadvantaged	Pupil voice and TEP surveys indicate improved happiness of the children Fewer incidences of behaviour issues. Children have a growth mindset and 'can do' attitude towards new learning.
Disadvantaged children will have the opportunity to take part in a wide variety of additional activities and childhood experiences. This includes various visits out of school and also residential visits for Key Stage 2 children.	Children will have taken part in a variety of childhood experiences that they may not necessarily be offered at home. They will be able to talk happily about their experiences and remember them.

## Activity in this academic year

This section details how we intend to spend our pupil premium and recovery premium funding this academic year.

### Teaching (e.g. CPD, recruitment and retention)





**Total budgeted cost: [£10,000]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	CPD for all teachers across the core subjects, including team planning and teaching. Phonics training for all staff Access to subject leadership training and networks for all teachers CPD – quality first teaching Quality first teaching has been a big focus over the last year. Staff have been part of many INSET sessions where they have revisited AfL strategies. Teachers have completed an NPQs. EEF toolkit Quality First Teaching EEF guide to the effective use of pupil premium funding.	1 & 2

<p>WelComm Speech and Language programme is in place in EYFS.</p> <p>This gives time and priority to language development and communication in EYFS.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF.</p> <p>Talk Boost training.</p>	1 & 2
<p>Expansion of leadership team, including AHTs with specific focus on personal development and inclusion</p>	<p>Improved leadership capacity in these areas will enable more children to benefit from the wider life of the school. Expanding our inclusion team will lead to increased engagement with our most vulnerable families, leading to improved attendance.</p>	3 & 4

### Targeted academic support (e.g. structured interventions, tutoring, one-to-one support)


Total budgeted cost: **[£80,000]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional TAs	<p>Teaching Assistant Interventions</p>  <p>Well trained TAs provide targeted support within the classroom and when leading interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related expectations</p>	1 & 2
One to one tuition & small group tuition	<p>One to one tuition</p>  <p>Small group tuition</p>  <p>EEF indicates positive progress gained from additional 1-1 and small group tuition.</p> <p>Reading comprehension strategies</p>  <p>Small group tuition provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children</p>	1 & 2
Software packages such as Times Tables Rock Stars purchased for Years 1-6.	<p>Pupils respond very well to a creative and individualised approach to learning. They can also access this resource at home which enhances engagement and home school links.</p>	1

	<a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a>	
Speech and Language therapy programmes for our pupil premium children, particularly in the EY, who have communication needs.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 2

## Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Total budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using ELSA and other pastoral strategies to provide social and emotional support to targeted children.	A qualified ELSA supports children to enable them be ready to learn and access the curriculum,  	3 & 4
Subsidised breakfast club	Vulnerable children are identified and are asked to attend breakfast club with no charge. This ensures children have had a substantial breakfast before coming to school and are ready to learn.	3 & 4
Free uniform for every child on entry to the school	Children will not feel different to their peers; an inclusive culture is achieved.	3 & 4
Introducing and reviewing attendance incentives such as weekly incentives for class with highest attendance, breakfasts half termly, attendance rewards annually etc.	<i>Positive celebratory ceremonies during the early years and in Key Stage 1 and 2 employing attributional and self-regulatory devices to establish and develop good habits of attendance and behaviour with children and their families.</i> <a href="#">Behaviour Change - School attendance, exclusion and persistent absence (2017)</a> <i>The British Psychological Society</i>	3 & 4

## Externally provided programmes

N/A

## Section B: Review of pupil premium outcomes

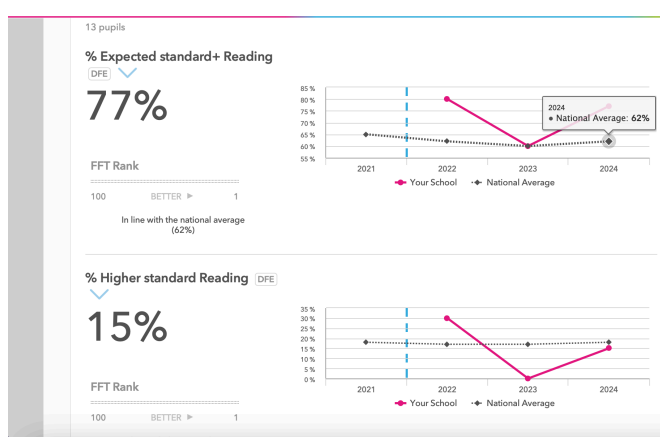
### Performance of pupil premium eligible pupils

Performance measure	2023/24
Progress in Reading	-0.5 (FFT) +0.9 non-disadvantaged pupils
Progress in Writing	+1.0 +1.8 non-disadvantaged pupils
Progress in Maths	-0.7 +0.4 non-disadvantaged pupils
% of pupils achieving expected standard in Reading at KS2	2023 60% 2024 77%
% of pupils achieving expected standard in Writing at KS2	2023 60% 2024 69%
% of pupils achieving expected standard in Maths at KS2	2023 60% 2024 69%

### Strategy outcomes in the previous academic year

This section details the impact that our pupil premium activity had on pupils in the 2023/24 academic year.

The school continued to ensure that our disadvantaged children were supported fully in their learning and well-being. Reading unlocks everything else and is a key focus and priority at St Augustine's. 77% of disadvantaged children achieved ARE+ in reading, evidencing good impact from targeted intervention and high quality teaching. We are proud that in this academic year, we eradicated the attainment gap against national.



Attainment in writing and maths for disadvantaged children showed good improvement from the previous academic year with attainment broadly in line with national figures for all children.

Regular monitoring shows that PP children across the school benefited from the school's wider offer, attending extra curricular activities each term. They are also financially supported, if required, to access activities offered.

Additional TA and ELSA support has been highly effective in supporting children's well-being.

PP Attendance (90.9%) is below national figures (FFT) (91.8%). Furthermore, persistent absence figures increased compared to the previous academic years and this is a major school development priority in 2024-25.

## Service Pupil Premium funding (if applicable)

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	
What was the impact of that spending on Service Pupil Premium eligible pupils?	