# 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

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| Detail | Data |
| School name | St Augustine’s RC Primary School |
| Number of pupils in school | 211 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/25 – 2026-27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | K Whitehead |
| Pupil premium lead | K Whitehead |
| Governor / Trustee lead | Jamie Callaghan (Chair) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £12,372 |
| 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 | £12,372 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Augustine’s R.C. Primary School our curriculum is driven by our mission statement “I have come so that they may have life, and life to the full” (John 10:10), our Trust virtue and the principles of Catholic Social Teaching are central to decision making at all levels. We believe all children deserve equity and success through positive and enrichment experiences.    We stress the importance of relationships and personal development so that all children are happy and safe; learning in a calm purposeful environment with the support and resources that enable them to discover, investigate, communicate and grow.    Our ethos and learning environment cultivate, confident, resilient, respectful and compassionate children who enjoy their learning, make good progress and are able to recognise their responsibility to the local and wider communities both now and in the future.  We want for all children, no matter what their circumstance or background to have the opportunities and life chances they deserve. We believe no child should be at a disadvantage and that every child should have the opportunity to “live life to the full”.  In order to achieve this, our priorities are:   * High quality, Wave 1 teaching is integral to our approach to addressing educational inequalities. Teaching is consistently tailored to needs and accessible for all. We understand that strategies that will support disadvantaged pupils will also benefit non disadvantaged pupils in our school. * High quality teaching of phonics coupled with supporting the bottom 20% of readers throughout the school with reading provision and support. * Providing structured interventions to support the progress of vulnerable learners and close attainment gaps * Ensuring our SEND provision supports and challenges to ensure that every child reaches their full potential * Ensuring that all pupils can access a variety of enrichment opportunities and experiences which add to their cultural capital. * Supporting and developing children’s emotional literacy so that they have the tools and support to cope with challenges and changes in their lives.   With Christ at the centre and children at the heart of all that we do we continue to build a provision focussing on equity, meaning every child at St Augustine’s “lives life to the full” and receives all that they need to thrive.  **Our strategy works towards a three-tier approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies.** |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1.  ***I am cared for and my needs are met***  ***I am safe and secure*** | There are financial and socio-economic challenges for some disadvantaged pupils who lack basic provisions such as food/breakfast, uniform and equipment.  Some disadvantaged children need a trusted adult to support and guide them through any challenges that they may have.  Some children, while not eligible for Pupil Premium funding, do not fit the wider lens of disadvantaged pupils. The attainment of progress of these children is often below age related expectations.  Children and families are supported to ensure good or above attendance |
| 2  ***I am loved and I belong*** | Some disadvantaged pupils have lower reading ages and proficiency with their peers.  Some of our disadvantaged pupils require support to participate in wider opportunities offered by the school, whether this is visits or residential trips. |
| 3  ***I am valued as an individual*** | Disadvantaged pupils have less developed oral language skills when compared to their peers. Research shows that by the age of 4 a child in a professional family has experienced triple the amount of words of a child in a disadvantaged family. This disparity in experience of language presents itself in the oracy skills of our children.  Targeted intervention alongside quality first teaching |
| 4  ***I am me*** | Meet the needs of pupils with emotional and social 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.

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| Intended outcome | | Success criteria |
| ***I am cared for and my needs are met***  ***I am safe and secure*** | | |
| All disadvantaged pupils will meet national expectations for attendance and PA (Persistent Absence) | | Attendance to improve with school and family working closely together.  Families feel supported with attendance and through close tracking.  Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.  Monitoring of attendance by HT to see an increase of PP pupils’ attendance and decrease in PA  Timely communication and intervention with parents/carers |
| ***I am loved and I belong*** | | |
| Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum especially in Reading, Writing and Maths  The gap is narrowed in the progress and attainment of PP and Non-PP children | Those pupils who require the support are supported and tracked closely to ensure they make accelerated progress and “catchup” or exceed prior attainment.  Pupils who need to make accelerated progress receive targeted high-quality intervention which is monitored by school leaders.  Pupils have regular/weekly opportunities to consolidate key skills in reading, spelling, handwriting and written skills  Pupils have regular/weekly opportunities to consolidate key skills in arithmetic and number sense  Support staff and class teachers support learning effectively using AFl strategies to identify and address learning gaps and any misconceptions, e.g. through the use of the Ready to Progress document and NCETM examples.  Entry and exit levels on class provision maps demonstrate robust, secure progress in relevant skill or subject. | |
| PP Pupils engage in the wider life of the school  Pupils have access to a variety of experiences and enrichment activities. | Disadvantaged pupils offered provision at enrichment activities/after school club.  Disadvantaged Pupils’ Achievement is at least in line with their peers.  Pupils demonstrate positive learning behaviours and take up increased roles of responsibility within school such as participation in buddying systems, school council, wellbeing champs, Mini Vinnies etc. | |
| ***I am valued as an individual*** | | |
| Gaps in learning are identified and addressed through quality first teaching and specific targeted interventions | | Continue CPD of staff for high quality teaching and intervention.  Ensure full complement of staff within the school so that needs can be met.  Subject leads to access Hub/Trust Network meetings  Rigorous monitoring schedule. Those children who require the support are supported and tracked closely to ensure they make accelerated progress  Moderation – school and local  Planned, individual interventions monitored by class teacher who maintains overall responsibilities for learning in their class.  Monitoring of subject knowledge and areas of development for school linked to school development plan.  Evidence form book looks and planning show children are being challenged/supported appropriately with work being set at the right level and caters for every child’s individual needs.  NFER assessments to inform future planning and identify gaps  Provision Map Software to assist in management and target setting of children with additional needs, involving parent/carer consultation with these |
| Improved speaking and listening skills for all pupils | | Oracy training delivered to all staff and used as part of our signature pedagogy in school develops children’s oracy skills. All pupils at St Augustine’s become more confident readers. |
| ***I am me*** | | |
| Pupils are supported with their social, emotional and mental health needs. All pupils will have good organisation skills, resilience and determination. Pupils will be able to work independently with confidence.  Provide personalised, targeted pastoral support for individual pupil pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. | | Pupils to know and understand the value and meaning of our Well-Being Champs.  Teachers teach and model behaviours.  Monitoring tasks, learning walks and pupil voice show that they have appropriate aged self –organisation and are encouraged to be independent by all staff. School council (JLT) and well-Being champs to lead on this working with other Pupil Leadership responsibilities.  Pupils show they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are “thinking out loud”.  Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.  Children will be identified based upon SEMH needs and possible external agencies to support – Early Help and Early Help assessments  Specific social and emotional support for identified disadvantaged individuals and their families by named responsible individual – ELSA representatives within school.  Headteacher to ensure staff are well equipped to recognise and support pupils who are vulnerable and are fully up-to-date with training needs.  Review Mental Health and Well-being Policy. |
| Parent/carer engagement is developed with the school to further promote pupil’s welfare and learning  After school wraparound care further developed to support pupil’s learning  Support and open conversations with the whole school community, signposted to further agencies where required | | Develop the engagement of parents/carers through our work with them making them feel more engaged and valued.  Deliver information meetings/documentation to show how they can work and support their child making them feel supported by the school.  Further training and development for the wraparound care staff to operate homework club for pupils accessing wraparound care. |

## 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: £ 1,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Engagement in Phonics CPD training for all teaching and support staff* | EEF guidance states that implementation of phonics should cover “training staff” to ensure they have the necessary linguistic knowledge and understanding  Fidelity to scheme | 1,2,3 |
| *Oracy and the RSC Programme for Primary Schools* | All staff to access CPD  Specific staff to attend RSC training and cascade to staff | 1,2,3 |
| *Role of the Pupil Premium Lead* | Evidence from EEF – The Guide to Pupil Premium: A Tiered Approach to Spending | ALL |
| *Internal monitoring and Support for QFT in Maths, Reading, Writing and Phonics* | EEF Evidence + 6 months | 1,2 |
| *Lego therapy training for a member of staff* | Lego based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in children with ASD including sharing, turn-taking, following rules and problem solving. | 1,3, 4 |

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

Budgeted cost: £ 10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support for small groups within Phonics and writing | EEF evidence small group tuition +4 months  EEF evidence Teaching assistant intervention + 4 months | 1,2, and 4 |
| *Additional support for pupils requiring 1:1 and small group support* | EEF evidence small group tuition +4 months  EEF evidence Teaching assistant intervention + 4 months | 1,2,4 and 5 |
| *Precision teaching embedded and used to support children with their learning* | [(PDF) Introduction to the Special Section: Precision Teaching: Discoveries and Applications (researchgate.net)](https://www.researchgate.net/publication/353958046_Introduction_to_the_Special_Section_Precision_Teaching_Discoveries_and_Applications) | 1,2,4 |
| *Programmes to be used for intervention including Zones of Regulation Nessy, Sensory Circuits, Speed Up!* | EEF Evidence small group tuition and evidence Teaching Assistant intervention + 4 months | 1,2 and 4 |

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

Budgeted cost: £ 1,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Quality CPD to support staff to deliver targeted support for children with SEMH and SEND* | EEF Evidence social and emotional learning + 4 months  Behaviour interventions + 4 months | 1,2,4 |
| *School uniform and equipment* |  | 4 |
| *Enrichment activities and educational visits* | Participation in the wider life of the school impacts positively on children’s achievement and life experiences. Every child has the right to a residential and opportunities for experiences that enrich their learning such as school trips. | 4 |
| *Engagement with families to help support their child at home with their learning* | EEF Parental engagement +4 months | 3 |
| *Enhanced transition offer between KS2 and KS3* | EEF Evidence social and emotional learning + 4 months | 4 |
| *ELSA ½ termly sessions for SPP with a specific focus to develop coping strategies based around change, deployment, talking about their emotions* | EEF Evidence social and emotional learning + 4 months | 1, 4 |

**Total budgeted cost: £13,000**

# 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.

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| * Pupil Premium champion in place with a rigorous monitoring schedule * High quality teaching, assessment and a curriculum has been implemented which responds to the needs of pupils, with continual CPD for staff, including staff trained to use the Sounds Write phonics programme * Appropriate training has been delivered to staff to deliver high quality teaching and interventions as required to children including Precision Teaching, ELKLAN – EEF communication friendly settings programme, Sensory Circuits, Colourful Semantics. * Gaps in learning and attainment are being addressed through quality first teaching and appropriate targeted academic support to meet the specific needs of disadvantaged pupils including those with SEND through wave 2 and 3 provisions * Pupils engage in the wider life of the school Pupils have access to a variety of experiences in line with Trust Entitlement for all pupils, with responsibilities within school, such as participating in school council, wellbeing champions, Mini Vinnies or ambassadors. * Vulnerable pupils are supported to develop coping strategies. * Individual pupils benefit from ELSA support within school where required to support individual wellbeing, behaviour and mental health concerns. * SENDCo produces tracker to show PP accessing afterschool clubs and enrichment activities. * Enrichment activities and educational visits * All pupils are supported through Zones of Regulation introduced by the SENDCo * Providing an enhanced transition offer for pupils between KS2 and KS3 |

## 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*

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| Programme | Provider |
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