

## 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 RC Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2025
Statement authorised by	K Whitehead
Pupil premium lead	K Whitehead
Governor / Trustee lead	Jamie Callaghan (Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,080
Recovery premium funding allocation this academic year	£ 0
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	£21,080

# Part A: Pupil premium strategy plan

## Statement of intent

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).

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 discover, investigate, communicate and grow.

Our ethos and learning environment cultivates, 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.

Following the impact of the pandemic on children's school experience and learning progress, we aim to restore a broad and balanced curriculum which will support the learning, knowledge and skills -development of all pupils and ensure their readiness for the next phase of their education.

In order to achieve this, our priorities are:

- High quality teaching of phonics - ensuring that teachers and teaching assistants are trained to develop their knowledge and expertise in the teaching of phonics.
- 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.

**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.

Challenge number	Detail of challenge
1	Disadvantaged pupils in some year groups are not progressing and achieving in line with their peers
2	Phonics and Reading progress

3	Pupils' access to additional support is limited by the capacity of support staff and the need for a flexible approach to address the many and varied needs of children across the school.
4	Meet the needs of children with emotional and social needs.
5	Raise attendance rates of PP/Disadvantage children

## 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
Gaps in learning are identified and addressed through quality first teaching and specific targeted interventions	<p>Continue CPD of staff for high quality teaching and intervention</p> <p>Ensure full complement of staff within the school so that needs can be met.</p> <p>Subject leads to access Hub/Trust Network meetings</p> <p>Rigorous monitoring schedule. Those children who require the support are supported and tracked closely to ensure they make accelerated progress</p> <p>Moderation – school and local</p> <p>Planned, individual interventions monitored by class teacher who maintains overall responsibilities for learning in their class.</p> <p>Monitoring of subject knowledge and areas of development for school linked to school development plan.</p> <p>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.</p> <p>NFER assessments to inform future planning and identify gaps</p> <p>ProvisionMap Software to assist in management and target setting of children with additional needs, involving parent/carer consultation with these</p>

<p>Achievement in KS1 phonics “above national” outcomes by Summer 2023</p>	<p>All teachers and teaching assistants to attend training for phonics and reading</p> <p>Staff are trained to use the Sounds Write phonics programme.</p> <p>Monitoring by SLT show high quality phonics sessions</p> <p>Regular assessment identifies pupils for intervention.</p> <p>Targeted interventions for small groups and individuals supports progress.</p> <p>Workshops / online information sessions for families to show how to support their child in phonics</p>
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum especially in Reading, Writing and Maths</p> <p>The gap is narrowed in the progress and attainment of PP and Non-PP children</p>	<p>those pupils who require the support are supported and tracked closely to ensure they make accelerated progress and “catchup” or exceed prior attainment.</p> <p>Pupils who need to make accelerated progress receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Pupils have regular/weekly opportunities to consolidate key skills in reading, spelling, handwriting and written skills</p> <p>Pupils have regular/weekly opportunities to consolidate key skills in arithmetic and number sense</p> <p>Support staff and class teachers support learning effectively using AFI strategies to identify and address learning gaps and any misconceptions, e.g. through the use of the Ready to Progress document and NCETM examples.</p> <p>Entry and exit levels on class provision maps demonstrate robust, secure progress in relevant skill or subject.</p>

<p>PP Pupils engage in the wider life of the school</p> <p>Pupils have access to a variety of experiences and enrichment activities.</p>	<p>Disadvantaged pupils offered provision at enrichment activities/after school club.</p> <p>Disadvantaged Pupils' Achievement is at least in line with their peers.</p> <p>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.</p>
<p>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.</p> <p>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.</p>	<p>Pupils to know and understand the value and meaning of our Well-Being Champs. Teachers teach and model behaviours.</p> <p>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.</p> <p>Pupils show they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are “thinking out loud”.</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p> <p>Headteacher and designated class teacher to support children by co-ordinating and managing Well-Being Champs.</p> <p>Children will be identified based upon SEMH needs and possible external agencies to support – Early Help and Early Help assessments</p> <p>Specific social and emotional support for identified disadvantaged individuals and their families by named responsible individual – ELSA representative within school.</p> <p>Headteacher to ensure staff are well equipped to recognise and support pupils who are vulnerable and are fully up-to-date with training needs.</p>

	Review mental Health and Well being Policy.
<p>Parent/carer engagement is developed with the school to further promote pupil's welfare and learning</p> <p>After school wraparound care further developed to support pupil's learning</p> <p>Support and open conversations with the whole school community, signposted to further agencies where required</p>	<p>Develop the engagement of parents/carers through our work with them making them feel more engaged and valued.</p> <p>Deliver information meetings/documentation to show how they can work and support their child making them feel supported by the school.</p> <p>Further training and development for the wraparound care staff to operate homework club for pupils accessing wraparound care.</p> <p>Use of Classdojo as a platform to communicate with parents/carers offering direct communication to staff members</p>
<p>All disadvantaged pupils will meet national expectations for attendance and PA (Persistent Absence)</p>	<p>Attendance to improve with school and family working closely together.</p> <p>Families felt supported with attendance and through close tracking.</p> <p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.</p> <p>Monitoring of attendance by HT to see an increase of PP pupils' attendance and decrease in PA</p>

## 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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement in Phonics CPD training for all teaching and support staff</i>	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
<i>Sounds Write resources</i>	Sounds write is an approved phonic scheme and all related material will be required to maintain a consistently high quality approach to delivery in the classroom and for children to access reading at home.	1,2
<i>Role of the Pupil Premium Lead</i>	Evidence from EEF – The Guide to Pupil Premium: A Tiered Approach to Spending	ALL
<i>Internal monitoring and Support for QFT in Maths, Reading, Writing and Phonics</i>	EEF Evidence + 6 months	1,2
<i>Lego therapy training for a member of staff</i>	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: £ 16,880

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	1,2, and 4

	EEF evidence Teaching assistant intervention + 4 months	
<i>Additional support for pupils requiring 1:1 and small group support</i>	EEF evidence small group tuition +4 months EEF evidence Teaching assistant intervention + 4 months	1,2,4 and 5
<i>Precision teaching embedded and used to support children with their learning</i>	<a href="#">(PDF) Introduction to the Special Section: Precision Teaching: Discoveries and Applications (researchgate.net)</a>	1,2,4
<i>Programmes to be used for intervention including Zones of Regulation Nesy, Sensory Circuits, Speed Up!</i>	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: £ 4,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Zones of Regulation embedded for all children</i>	EEF Evidence social and emotional learning + 4 months  Behaviour interventions + 4 months	1, 3, 4
<i>Deputy Headteacher involvement with Well-Being Champions</i>		1,2,4
<i>Quality CPD to support staff to deliver targeted support for children with SEMH and SEND</i>	EEF Evidence social and emotional learning + 4 months  Behaviour interventions + 4 months	1,2,4
<i>School uniform and equipment</i>		4
<i>Enrichment activities and educational visits</i>	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
<i>Engagement with families to help support their child at home with their learning</i>	EEF Parental engagement +4 months	3



<i>Enhanced transition offer between KS2 and KS3</i>	EEF Evidence social and emotional learning + 4 months	4
<i>ELSA ½ termly sessions for SPP with a specific focus to develop coping strategies based around change, deployment, talking about their emotions</i>	EEF Evidence social and emotional learning + 4 months	1, 4
<i>SPP to attend fun day at Catterick</i>		4

**Total budgeted cost: £2000 + £16800 + £4000**

## 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 2022to 2023 academic year.

The new Pupil Premium champion in place Autumn term 2022 has provided a clear overview on the strategy outcomes and been able to monitor the impact of the strategy statement. High quality teaching, assessment and a curriculum has been implemented within the school which responds to the needs of pupils to support PP children making good progress. This includes phonics and reading progress, following staff completing their Sounds Write Training ensuring fidelity to the scheme. This combined has made a positive impact whereby 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 additionally with SEND. Over the year, we have seen pupils engage in the wider life of the school and these pupils have access to a variety of experiences in line with Trust Entitlement. A tracker has been collated to show PP accessing afterschool clubs and enrichment activities to ensure attendance and to identify any children who may not be accessing this. PP children take priority for spaces at this. This tracker enabled us to reflect throughout the year on our offer and ensure it meets the needs of all children. By the end of the academic year, all PP children had accessed at least one club or activity. High levels of support have been given to our vulnerable pupils to support them in developing coping strategies which we are starting to see within the classroom. Where identified, individual pupils have benefitted from targeted, individualised ELSA support within school. This has supported individual wellbeing, behaviour and mental health concerns of these children. In doing so, we have been able to see positive impacts of this within school and in the classroom, whereby the children are in a better mindset to learn. Further to this, all pupils' emotional development has been enhanced and supported through the implementation of Zones of Regulation introduced by the SENDco to support the children in identifying and understanding their current emotional state.

### 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