

Pupil premium strategy statement – St Augustine’s CPS

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	23
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	25.11.25
Date on which it will be reviewed	01.09.26
Statement authorised by	
Pupil premium lead	Mrs Sarah Roach
Governor / Trustee lead	Mr Andrew Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91650.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91650.00

Part A: Pupil premium strategy plan

Statement of intent

We plan for our disadvantaged pupils to achieve highly, make strong progress and develop the confidence and character needed to succeed in the next stage of their education and beyond. We believe that when children feel happy, safe and valued, they can truly flourish.

Our strategy is rooted in the Education Endowment Foundation’s (EEF) tiered model for effective spending, focusing on:

1. High-Quality Teaching:

Consistent lesson structures, clear expectations, and inclusive classroom environments.

Evidence-informed professional development to strengthen teaching and learning.

2. Targeted Academic Support

Small-group and one-to-one support.

Regular assessment and pupil progress meetings to identify and address gaps.

Close collaboration between leaders, teachers, support staff and subject leaders to ensure cohesion and collaboration.

3. Wider Strategies

- A broad, inspiring curriculum that builds knowledge, confidence, and cultural capital.

- Strong pastoral support, attendance initiatives and family partnerships.

We aim to ensure PP children’s attainment is at least in line with their peers

To ensure that PP are not disadvantaged in any way with relation to educational activities and enrichment opportunities

To ensure that PP pupils have no external barriers to learning (relating to home/family circumstance) including barriers to attendance.

To ensure PP children have appropriate social and emotional support development relevant to their age and development

To ensure that PP children receive as much ‘Quality First’ teaching as possible including targeted intervention and bespoke provision to meet individual needs.

High quality CPD to ensure staff are best placed to support those most disadvantaged.

Challenges

Challenge number	Detail of challenge
1 Attendance and punctuality	Attendance and punctuality – to close the gaps between groups and ensure disadvantaged access a full-time curriculum with strong attendance and punctuality. (FSM) Attendance: 23/24 92.2%; 24/25 92.6% Non-FSM: 23/24 96.4%; 24/25 95.8% Punctuality is a challenge for many of our children where morning work, 1:1 support from staff and retrieval activities are being missed for latecomers.
2 SEND	To ensure our teachers are confident and effective in delivering a fully inclusive curriculum.

3 Vocabulary	Assessments, observations, and pupil discussions reveal that many disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps. These challenges are apparent from Reception to KS2 and tend to be more significant among disadvantaged pupils compared to their peers. We also have a significantly high population of EAL children who need this language development.
4 Strong pastoral support	Monitoring of our children shows that many of our disadvantaged children require access pastoral support. Our family support worker retires during this academic year and the new team need development and training to be able to meet the vast and wide-ranging needs of disadvantaged and all pupils.
5 Curriculum development	A new curriculum is being developed to ensure children know more and remember more. The requirement for new and engaging resources is significant and the training of staff to use new supporting materials is imperative.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from this year demonstrated by: attendance at school for all pupils being 97%+, including the group of disadvantaged pupils.
Disadvantaged pupils will develop stronger oral language skills and a richer vocabulary, closing the gap between their peers by the end of KS2. These improvements will support their ability to access the full curriculum, participate confidently in discussions and enhance their overall academic outcomes.	Disadvantaged pupils show measurable improvement in oral language skills and vocabulary acquisition. The EYFS will be engaged in a year long vocabulary support programme with the local English Hub. Regular teacher assessments and pupil progress meetings will demonstrate a narrowing of the gap in oral language and vocabulary between disadvantaged pupils and their peers.
Our disadvantaged pupils with SEND will achieve well from their relative starting points and will be supported to access a fully inclusive curriculum.	Learning environments will be supportive to pupils; teachers will use support staff effectively and they will know how to support children so that they are developing strong independent learning skills; teachers will demonstrate strong adaptive practice.
Our curriculum will be engaging, effective and help children make progress.	Staff will have strong subject knowledge and effective pedagogical knowledge. Subject leaders will effectively monitor subject progress and respond adaptively to emerging needs. Children will be excited to learn – as measured by pupil voice; Resources will be interactive, engaging and supportive for learning. Children will make strong progress and the gap between disadvantaged pupils to non-disadvantaged pupils will be reduced.

<p>We will have a strong pastoral team who are impactful for children's positive well being.</p>	<p>A new family support worker will be employed; their training will be timely and effective for the needs of our pupils; the pastoral team will work well together and identify children requiring support; they will support families to attend school and signpost for services beyond school's capacity. Children and families will thrive. Families will receive financial and food support via the St Augustines' food bank and food vouchers which we buy for families in need.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS team support. Working with the English Hub 25-26 to understand children's oral language development. Working with the local authority for the development of inclusive continuous provision training. Additional teacher recruited to allow all EYFS learners to remain in one cohort and not</p>	<p>The Education Endowment Foundation (EEF) identifies oral language interventions as having a high impact on academic achievement, particularly for disadvantaged pupils, with benefits for both vocabulary development and overall literacy. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches Research highlights that explicit teaching of vocabulary, combined with frequent exposure and usage,</p>	<p>2 and 5</p>

be split over mixed age classes.	significantly improves pupils' ability to comprehend texts and communicate effectively.	
New, inclusive curriculum created and delivered with a strong vocabulary and oracy focus.	https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,3,5
Deepening reading skills for all disadvantaged and non-disadvantaged children. Creation of a new reading curriculum, resources and training for staff. Aim to improve fluency and accuracy.	https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf	2,3,5
New resources to enhance teaching and learning and engage all pupils including improved assessment tools.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2,3,5

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

Budgeted cost: £ 20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group, same day interventions for disadvantaged pupils falling behind or working below age-related expectations. Delivered by support staff in Year groups.</p> <p>Bespoke and tailored intervention planned and delivered according to children's individual needs. 1:1 and small group.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,5

Specialist teacher provision fortnightly to work with children and staff.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2,3,5
Regular training for support staff to deliver timely and SMART interventions.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3,5

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

Budgeted cost: £ £35,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles that are set out in 'Working Together to Improve School Attendance'</p> <p>The school Attendance Officer works closely with the Attendance Champion at school with the aim of improving attendance.</p> <p>The pastoral team attend support meetings and plan strategically together with SLT to support attendance and punctuality.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 4
<p>The school employs a dedicated Family Support Worker who monitors and analyses attendance trends, identifies patterns of concern, and meets regularly with families to address barriers to attendance. She also delivers workshops for parents, providing practical strategies and emotional support.</p> <p>Children's wellbeing is prioritised through a strong system of pastoral support and a self-referral system for children in addition to adults referring children. Wider opportunities include Boxing for mental health, rainbows bereavement group.</p>	<p>The Education Endowment Foundation (EEF) highlights the importance of working closely with families to improve attendance and engagement, emphasising that addressing barriers at home can significantly impact pupils' ability to attend school consistently.</p> <p>Research shows that early intervention family support can reduce absenteeism by addressing emotional, social, and practical barriers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1,4

Total budgeted cost: £ 105,00.00 (above our allocation)

Part B: Review of the previous academic year

Identified Need	Success Criteria	Action/Intervention	Amount of school budget allocated	Progress towards outcome/impact
<p>Our tracking shows that certain year groups are most at risk of not achieving at least the expected standard.</p>	<p>To significantly close the gap between PP and non-PP children.</p> <p>Accelerated progress through targeted support and quality first teaching and adapted learning.</p> <p>We need to target support and ensure that they are on track throughout the year:</p>	<p>Target children identified through discussions with class teachers/FSW/SENDSCO and PP lead through Pupil progress meetings. PP children highlighted on planning and trackers as target group.</p> <p>Profile raised-targeted in class and quality interventions put in place to ensure good progress is made-access to Quality First Teaching.</p> <p>Monitored termly through pupil progress meetings with SLT</p> <p>PP book looks and impact of interventions monitored by SLT</p>	<p>£0 other than staff time</p>	<p>Teacher assigned to provide quality first teaching to targeted and vulnerable groups at risk of not meeting expected outcomes.</p> <p>Barriers to learning highlighted as vast majority targeted not only PP but also on SEND register with additional needs eg Emotional/ Medical/ on ASD pathway/Speech and Language and accessing Family support and Early Help.</p> <p>2025-26 Provision put in place for those to benefit from access small class support with high quality first teaching and highly experienced HLTA who is also a qualified teacher {To meet significant number with additional needs}</p> <p>PP Meetings- Each child discussed including FSW/SENDSCO and ENG/Maths and Assessment lead ensuring right support and interventions put in place for child to achieve best outcomes if needed with enrichment opportunities explored.</p>

Impact

Children now flourishing in n new environments. Most children are more confident and accessing learning alongside their peers.

Barriers as above having significant impact on some PP learning outcomes especially SEND/EHCPS.

2025 Data

EYFS

77.5% GLD = above local and national.

Disadvantaged: 11 children

4/11 achieved ELG = 36%7 children now in Y1, moved to a smaller cohort (20 children in classroom for core subjects). Monitored by HT/LW

Phonics

87.5% = above local and national

Disadvantaged in cohort: 6 children, all passed.

1 child did not pass – is on trajectory for special school (is disadvantaged)

MTC Check

17 disadvantaged children, 12 children achieved 20+, 5 =>20

End of KS2 Reading = above local and national

Writing = in line with local, slightly below national.

GDS below local and national

Maths = above local and national Combined RWM = above local and national. HS below local and national

Reading KS2

Working below: 6/40 = 15% of cohort. Non-disadvantaged children performed less well than disadvantaged (WTS)

Working at: non-disadvantaged performed better than disadvantaged

Working above: non-disadvantaged performed better than disadvantaged

Maths

Non-disadvantaged children performed less well than disadvantaged (WTS) Working at: non-disadvantaged performed better than disadvantaged Working above: non-disadvantaged performed better than disadvantaged

Writing

Non-disadvantaged children performed the same as disadvantaged (WTS) Working at: non-disadvantaged performed better than disadvantaged Working above: non-disadvantaged performed better than disadvantaged

Combined

Non-disadvantaged performed better than disadvantaged at the expected standard.

Non-disadvantaged performed the same as disadvantaged at the higher standard.

Identified Need	Success Criteria	Action/Intervention	Amount of school budget allocated	Progress towards outcome/impact
Our tracking shows that there is significant need across school of those PP/SEND	Quality first teaching from two experienced SEND teachers alongside experienced TAs to ensure bespoke provision is put in place to meet individual	Acorn provision set up to deliver high quality bespoke first-class teaching provision and enrichment opportunities to meet need across all areas of the curriculum including high	£14,000	Decision to close Acorn provision and re integrate children back into classes with their peers with support. Majority of those previously accessing this support now in small class provision. Y5 accessing high quality first teaching and adaptive teaching Those in other classes previously in Acorn provision are accessing 1:1 support if

<p>children requiring access to highly adaptive teaching and provision.</p>	<p>needs {those with SEND and in receipt of PP}</p>	<p>quality bespoke fine and gross motor skill development.</p>		<p>necessary alongside adaptive teaching or are now accessing work in line with peers with some adaptive teaching when needed.</p> <p>Sensory circuits offered to those identified on a weekly timetable delivered by PE TA in school to meet individual needs.</p>
<p>Intensive Pastoral and Early intervention required for identified PP children and their families and the most disadvantaged</p> <p>To be delivered by Family support worker and pastoral team.</p>	<p>Early intervention to provide targeted intervention for our PP and most disadvantaged families for them to not reach crisis point {FSW-Mental health Champion}</p> <p>Targeted relevant in school support through our highly qualified pastoral team for those children with behavioural or mental health issues impacted by home circumstances in order for these children to achieve the best educational outcomes</p> <p>Direct support for underachieving pupils/ pupils with social and emotional issues that targets individual needs to</p>	<p>Targeted support to reduce any barriers to learning, e.g., attendance and punctuality, behavioural, medical, and social and emotional issues</p> <p>Early intervention and support for parents to improve parenting skills including routines and boundaries</p> <p>Support and intervention to offer parental guidance and advice, e.g. debt, housing, benefits, entitlements</p> <p>To provide advocacy in meetings</p>	<p>Full time FSW and Pastoral team combined</p> <p>£56,000</p>	<p>Most extensively used and most valuable yet expensive resource not only for the PP children themselves but also for their families. Bespoke to families to meet needs and support children in their learning</p> <p>Early Help</p> <p>Intensive attendance support</p> <p>Rainbows</p> <p>Bereavement counselling</p> <p>CANW</p> <p>Safeguarding.</p> <p>Financial support</p> <p>Food bank weekly and ALDi vouchers.</p> <p>Furniture acquisition</p> <p>Parenting classes</p>

	<p>overcome barriers to learning.</p>	<p>To signpost and refer families for relevant support from outside agencies</p> <p>To provide support for parents to access relevant parent training courses</p> <p>To provide relevant documentation and information in relation to Child Protection and Child in Need cases</p> <p>To provide financial and emotional support- food banks before every half term, food parcels provided, Shoe Aid and uniform support.</p>	<p>Day to day pastoral support including self-referrals from our KS2 children.</p> <p><u>Impact</u></p> <p>Children's emotional and behavioural needs being met.</p> <p>Addressing Mental Health needs for both families and pupils.</p> <p>Families accessing relevant support and parenting support to be able to support children.</p> <p>Barriers to learning supported and addressed.</p>
		<p>Provide 1:1 and small group SEN interventions for targeted pupils using a variety of recognised resources and interventions ie. ELSA</p> <p>Provide 1:1 and small group Social and Emotional support</p> <p>Support individual pupils with attachment issues.</p> <p>Provide Sunbeams (KS1) and Rainbows (KS2) for children with separation/bereavement issues</p> <p>High quality CPD including trauma training / SEND to enable staff to support those most disadvantaged.</p>	

<p>To improve attendance and punctuality including those persistent absentees</p>	<p>Improved attendance and punctuality= improved educational outcomes</p>	<p>Profile raised in assemblies with rewards in place for those with excellent attendance- awarded half termly</p> <p>AHT/ FSW to target and challenge families of children with poor attendance and punctuality including persistent absenteeism.</p> <p>AHT to work closely alongside LCC Attendance consultant and Head teacher to improve attendance outcomes.</p> <p>Collaboration across the MAT to challenge poor attendance, share good practice and support families where necessary. Cluster meetings attended and good practice shared and adopted.</p> <p>Member of office team specifically assigned to work closely with Attendance Lead to improve attendance outcomes and persistent absenteeism. Regularly analysis and feedback and strategy meetings with HT.</p>	<p>£3,000 a year</p>	<p>Persistent absenteeism monitored rigorously, and barriers explored by family support worker/ HT and Attendance Lead/LCC</p> <p>Attendance report highlights those below 90% and families targeted.</p> <p>Attendance reports provided to HT to highlight vulnerable</p> <p>(FSM) Attendance</p> <p>23/24 92.2%</p> <p>24/25 92.6%</p> <p>Non-FSM</p> <p>23/24 96.4%</p> <p>24/25 95.8%</p> <p>Whole school</p> <p>Above National 95%</p> <p>PA</p> <p>Below national</p>
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<p>Improve attainment of EYFS and Y1</p>	<p>To ensure that all children's needs are met and all children achieve their potential</p>	<p>Timetable organised to ensure best provision for all children across the unit in EYFS and Year 1 Streaming for phonics across the unit as well as targeted English and Maths provision to meet needs.</p>	<p>£0 extra than normal provision</p>	<p>Phonics rigorously monitored by Phonics lead using new Phonics Tracker. Rapid phonics in place for those Year 2s at risk of not passing in June.</p> <p>Streaming still in Year 1 to ensure children accessing best quality provision.</p> <p>Decision made to have all EYFS together from Sept 2025 with two teachers. New member of staff employed that is highly experienced in Early years and phonics.</p> <p>Phonics bespoke training offered to staff where areas for development identified.</p> <p>Support from EYFS specialists to enhance provision including indoor and outdoor provision to improve provision and outcomes.</p>
<p>Improve outcomes for Y2</p>	<p>To ensure that all year 2 children are supported and have access to highest quality provision and quality first teaching</p>	<p>Children identified that haven't passed phonics screening to access targeted high quality phonics teaching.</p> <p>All Year 2 children {ready for the Year 2 diet of learning} to access Year 2 curriculum adapted to meet their needs delivered by teacher {English and Maths}</p>	<p>£0 extra than normal provision</p>	<p>Rapid phonics delivered by highly effective TA for some Year 2s and those Year 2s working at phase 5 having phonics delivered by phonics lead.</p>
<p>Improve outcomes for Y3 and Year 4 PP</p>	<p>To ensure that all year 3 PP and Year 4 children are supported and have access to highest quality</p>	<p>Children identified and targeted to access high quality small group teaching delivered by a teacher.</p> <p>Curriculum adapted to their needs and extra teacher support in year 3</p>	<p>£0 extra than normal provision</p>	<p>Quality first teaching- Teacher employed to work with target groups alongside class teacher. Year 3 and 4 recognised as classes with most need.</p>

	provision and quality first teaching	and 4 unit to work across both classes delivering high quality targeted support for English and Maths. {Mornings}		2025-26 Extra staffing put in place to support Year 3 and Year 4. Class re structure to now have single age classes
Access to counselling to support Mental Health	Improved educational outcomes where Mental health and social and emotional needs can be met	<p>Counselling support for those children identified by mental health champion/SLT and pastoral team as requiring support.</p> <p>Mental Health Champion {AHT} appointed to oversee and co-ordinate provision.</p> <p>Introduce the Mindfulness Monday into classes. Ensure the children understand how they can improve their mental health and who to go to if they need support.</p> <p>The 2 Pastoral Assistants to be trained in Emotional Literacy and use this during their interventions with the children.</p>	£1,500	<p>Successful referrals to CANW and CAMHS and the Key to support those with Mental Health concerns.</p> <p>ELSA resources support those children that have emotional needs</p>
Poor speech and Language development	Improved outcomes for all those identified with a Speech and language difficulty especially those in receipt of PP {Rec-Y6}	<p>School has employed its own Speech and Language Therapist to deliver targeted individual support.</p> <p>Therapist works closely with the SENDCO and all relevant staff to develop individual therapy care plans</p>	£6,840	Individual bespoke plans provided by Speech Therapist for use within the classroom and delivered by TAs.

<p>To improve outcomes for all PP children identified with SEND</p>	<p>Improved educational outcomes and accelerated progress.</p> <p>To close the gap between PP and Non-PP children with SEND</p>	<p>Specialist teacher support monthly to assess and provide staff with strategies and resources in their delivery of quality provision.</p> <p>Specialist teacher to work alongside colleagues and SENDCO to provide bespoke and relevant curriculums including individual targeted assessments, observations and targeted learning plans for those PP children with SEND in order to access the best possible quality first teaching.</p> <p>Experienced SENDCO to provide additional support to support schools SENDCO and FSW in early identification and to co-ordinate provision and support children and families with additional needs across school.</p>	<p>£10,260</p>	<p>Specialist teacher instrumental in supporting EHCP process and those with high needs.</p> <p>Assessments and strategies provided by Specialist teacher to support class teachers and TAS in supporting SEND children. Targeted learning plans produced by specialist teacher for effective delivery and support in the classroom.</p>
<p>Identified children not on track to achieve ARE in reading</p>	<p>To close the gap between PP and non-PP children in terms of attainment</p> <p>To engage children with reading and develop a love of reading</p>	<p>Bottom 20% readers to be targeted Support and re-engage vulnerable and disadvantaged readers and promote a love of reading- including rewards and incentives</p> <p>Renewed raised profile. Termly reading celebration rewards.</p> <p>Author visits.</p>	<p>KS1</p> <p>£5,700</p>	<p>2025-26</p> <p>Guided reading introduced Sept 25 and already having an Impact in KS2</p>

		<p>Themed genre weeks for reading. Renewed focus on Reading in classes - book corners, displays etc.</p> <p>Reading for pleasure promoted through whole class shared texts and class novels/Storytime</p> <p>Targeted CPD for staff to best support struggling readers. {1:1 reading)</p> <p>Extra reading support to target PP and bottom 20%</p> <p>Whole school Phonics training led by Phonics lead to ensure high quality phonics provision.</p>		<p>Reading profile raised- reading corners and new English curriculum based on LPDS to improve teaching and educational outcomes</p> <p>PP children and bottom 20% identified and targeted in class provision and reading with an adult 2-3x a week.</p>
Priority for PP and disadvantaged children to attend breakfast club	<p>Children engage and are ready for learning.</p> <p>Calm environment provided for children to have the very best start to the school day.</p> <p>To improve attendance and punctuality.</p>	To provide a free breakfast club from 8:20am – 8:55am each morning for all PP chn- we currently charge £1 for the other children. Food and supervised activities provided.	£8,300	<p>Seen significant reduction in attendance at breakfast club on a weekly basis. Only 5 PP children regularly attend.</p> <p>Thrive introduced to re incentivise attendance with themed events.</p>
Priority for PP and disadvantaged children to attend	To boost self-confidence and provide enrichment opportunities for our more	PP pupils given priority in our free staff-led clubs. PP pupils are targeted.	1 hr TA rate per club	16 children access club provision.

before and after school club	disadvantaged pupils to 'shine'.		Total: £10,500	
Priority for PP and disadvantaged children to access all school trips and enrichment opportunities.	To ensure that no PP child misses out on any educational experience due to financial restraints.	Costs for the trips subsidised partly or wholly for all PP and disadvantaged children where necessary, this is to be offered for all trips throughout the year and has been set up through our online payment system.	£4,000	Significantly helps and supports our PP families so that enrichment activities can take place and no PP child misses out/ suffers as a result. Priority at HAF club for enrichment ops during holidays.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Maths Mastery	WhiteRose hub
Phonics	Pearson Phonics Bug