



St Augustine's Catholic Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	15%



Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2021
Dates on which it will be reviewed	September 2022
Statement authorised by	M.Macaulay
Pupil premium lead	L. Rehbohm
Governor / Trustee lead	T. Lyth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£145 per pupil (x30) £4350



Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1024
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	£45,724

Part A: Pupil premium strategy plan

Statement of intent



Pupil Premium children at St Augustine's, of whom 35% have SEND and 49% have suffered adverse childhood experiences (ACEs), will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their needs.

We also have a percentage of our Pupil Premium children who are high achievers and we aspire for them to exceed age related expectations, to raise their aspirations and open up greater opportunities for them.

We will provide pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at St Augustine's.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this 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
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained teachers/teaching assistants or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target more able children on Free School Meals to achieve above Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour/Emotional support/counselling



A large, empty rectangular box with a black border, intended for writing or drawing.

Challenges



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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower attendance than whole school due to low importance of school for some parents.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Limited life experiences and opportunities to join in enrichment opportunities. Many of our pupil premium children do not have a range of rich and varied experiences, meaning knowledge of the world and vocabulary acquisition is limited.
4	Outcomes and progress of the pupils are affected by their SEND and ACEs.
5	Disadvantaged children are attaining lower and making slower progress with reading & language/vocabulary acquisition than their peers-particularly in the Early Years.

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
<p>Improved attendance-For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>	<p>Ensure attendance of disadvantaged pupils is above 96%</p> <ul style="list-style-type: none"> ● School will promptly call families who have an absent child without reason ● Trust Attendance Officers will pay a visit to the home if phone calls aren't answered
<p>Improved progress in Reading: Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition</p>	<p>PP children will achieve national average progress scores in KS2 Reading</p> <p>PP children will develop a love of reading</p> <p>They will regularly share books with an adult at home (filling in reading records) and an adult in school</p>
<p>Greater parent engagement with reading for pleasure at home as well as at school</p>	<p>Children more enthused about reading for pleasure (pupil questionnaires)</p> <p>High level of attendance by parents at EYFS Stay & Play Sessions and Parent Workshops</p>



<p>A strong professional dialogue will be kept open between all of the vulnerable group champions</p>	<p>Termly meetings will take place with the vulnerable group champion and the link governor</p> <p>We will continue to use the OFSM system to identify any new additions to the PP register throughout the year and notify class teachers</p>
<p>For pupil premium children to enjoy the wide range of enrichment activities we have on offer at St Augustine's</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children's passions</p> <p>Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</p> <p>Discounts will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc</p> <p>Children are able to learn a new skill or continue playing an instrument they have been learning.</p>
<p>These children still feel happy and safe at school and engage with their learning.</p>	<p>Pupil premium children will engage with the wider life at St Augustine's School by joining the Pupil Parliament groups</p>



	<p>Children’s attendance will remain high because they are happy coming to school</p> <p>Pupil voice surveys will report that PP children are happy and safe in school</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: £13,000 (27%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted twilight looking at internal progress data.	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as ‘target’ children	2, 4
Purchase a new reading and phonics scheme and train up staff members to use this-with a focus on upskilling TAs across	Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results.	2, 5



<p>school in leading successful 'catch up' sessions. Same day interventions in phonics/reading to close the gap in phonics. Frequently assess children's reading age and reading speed to ensure they are in line with national expectations. Ongoing reviews of children in KS2 to ensure they have mastered the phonetic code.</p>		
<p>The teacher in charge of SEND and the PP champion will work together to identify any support staff who would benefit from further CPD e.g. in speech and language</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	<p>4</p>

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



Budgeted cost: £8,000 (18%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first £9744 NTP funded)	EEF-Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills	4

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

Budgeted cost: £25,424 (55%)



Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum including residential for years 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	3
Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self-esteem.	3
The library will be revamped to make it an exciting and fun place to read. Soft furnishings will make the space feel cosy and less formal to encourage reading for pleasure	Children who enjoy reading are motivated to read more frequently and make better progress.	3, 5
Develop resources linked to themes for all reading abilities in	Ensuring St Augustine's is a reading school that celebrates and supports children in loving books	3, 5



<p>KS2- ensuring the opportunity to build love of reading and ensure this is as strong as teaching the mechanics of being a reader.</p>	<p>and all they offer resulting in better vocabulary acquisition and helping to close gaps in reading.</p>	
<p>Buying into counselling & emotional well being support from The Bungalow Project & School in Mind to support those children who are affected by ACEs</p>	<p>Department for Education (2016) Mental health and behaviour in schools: departmental advice for school staff</p> <p>This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. It includes recommendations for practice including positive classroom management and small group work, social skills development, peer mentoring and support from external bodies.</p> <p>EIF (Early Intervention Foundation) Feb 2020-Trauma-informed care aims to reduce the stress associated with ACE-related trauma and increase children's resilience.</p>	<p>4</p>



--	--	--

Total budgeted cost: £ 45,724

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Analysing internal progress data from year group to year group has proved challenging this year due to being in lockdown last summer 2020. Some gaps appear



to have increased but often this is in year groups where there are lower pp numbers which make one child have a bigger impact.

Our most vulnerable children were invited into school full time during both lockdowns-not all parents took advantage of this offer. All PP children were also offered chromebooks and internet dongles to access learning at home, again not all families engaged with remote learning. This again has impacted on attainment and progress. This has been accounted for in this strategy document and has had an impact on those children and year groups we are targeting currently.

Attendance is also hard to track over the last two academic years due to lockdown and concerns around Covid. Historical data for PP families has been studied over the last 4 years to help identify and track those vulnerable families most in need of support. Although many Pupil Premium children appeared to have improved attendance during the last academic year, the statistics are unreliable due to who actually attended school and effective engagement with remote learning.

There has been a significant increase in numbers of children and families needing support with emotional wellbeing and mental health, hence why an increased amount of funding is being directed at wider strategies in the new strategy document. Until we have emotionally well children and families it is very hard to address academic gaps effectively.

Below is internal data-gap analysis showing the impact of of PP in R, W & M last year.



Tracking System Analysis - Pupil Premium Impact

St Augustine's RC Primary

↓	Gap decrease (from end of previous year)
↑	Gap increase (from end of previous year)

YEAR 6

Year 6 PP(1) Non PP(28)	Group	End of Y5 Exp (35) 5+		Autumn 1 Exp (35.5)		Autumn 2 Exp (36) 6-		Spring 1 Exp (36.5)		Spring 2 Exp (37) 6=		Summer 1 Exp (37.5)		Summer 2 Exp (38) 6+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	34.0	-1.0			36.0	0.0			37.0	0.0			38.0	0.0
	Non PP	34.1	-0.9			36.0	0.0			37.2	0.2			37.8	-0.2
	Gap	0.07				0.04	↓			0.21	↑			-0.21	↓
Writing	PP	34.0	-1.0			36.0	0.0			37.0	0.0			38.0	0.0
	Non PP	34.0	-1.0			35.8	-0.2			36.9	-0.1			37.5	-0.5
	Gap	0.00				-0.21	↓			-0.11	↓			-0.46	↓
Maths	PP	32.0	-3.0			35.0	-1.0			36.0	-1.0			37.0	-1.0
	Non PP	34.1	-0.9			35.9	-0.1			37.1	0.1			37.9	-0.1
	Gap	2.11				0.93	↓			1.07	↓			0.89	↓

YEAR 5

Year 5 PP(8) Non PP(22)	Group	End of Y4 Exp (32) 4+		Autumn 1 Exp (32.5)		Autumn 2 Exp (33) 5-		Spring 1 Exp (33.5)		Spring 2 Exp (34) 5=		Summer 1 Exp (34.5)		Summer 2 Exp (35) 5+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	31.1	-0.9			33.0	0.0			34.0	0.0			34.8	-0.3
	Non PP	31.3	-0.7			32.8	-0.2			33.9	-0.1			34.7	-0.3
	Gap	0.18				-0.18	↓			-0.09	↓			-0.07	↓
Writing	PP	31.0	-1.0			32.9	-0.1			33.6	-0.4			34.4	-0.6
	Non PP	31.1	-0.9			32.7	-0.3			33.8	-0.2			34.6	-0.4
	Gap	0.14				-0.15	↓			0.15	↑			0.26	↑
Maths	PP	31.3	-0.7			32.8	-0.3			33.8	-0.3			34.9	-0.1
	Non PP	31.2	-0.8			32.9	-0.1			33.9	-0.1			34.7	-0.3
	Gap	-0.06				0.11	↑			0.16	↑			-0.15	↓

YEAR 4

Year 4 PP(7) Non PP(24)	Group	End of Y3 Exp (29) 3+		Autumn 1 Exp (29.5)		Autumn 2 Exp (30) 4-		Spring 1 Exp (30.5)		Spring 2 Exp (31) 4=		Summer 1 Exp (31.5)		Summer 2 Exp (32) 4+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	27.9	-1.1			30.0	0.0			30.9	-0.1			31.7	-0.3
	Non PP	27.8	-1.2			30.0	0.0			31.0	0.0			31.8	-0.2
	Gap	-0.02				-0.04	↓			0.14	↑			0.12	↑
Writing	PP	27.4	-1.6			30.0	0.0			30.9	-0.1			31.7	-0.3
	Non PP	27.6	-1.4			29.9	-0.1			30.9	-0.1			31.7	-0.3
	Gap	0.20				-0.08	↓			0.06	↓			-0.01	↓
Maths	PP	27.9	-1.1			30.0	0.0			30.6	-0.4			31.6	-0.4
	Non PP	28.2	-0.8			30.2	0.2			31.2	0.2			32.0	0.0
	Gap	0.31				0.21	↓			0.60	↑			0.39	↑



YEAR 3

Year 3 PP(3) Non PP(26)	Group	End of Y2 Exp (26) 2+		Autumn 1 Exp (26.5)		Autumn 2 Exp (27) 3-		Spring 1 Exp (27.5)		Spring 2 Exp (28) 3=		Summer 1 Exp (28.5)		Summer 2 Exp (29) 3+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	25.3	-0.7			27.0	0.0			28.0	0.0			29.0	0.0
	Non PP	24.9	-1.1			26.5	-0.5			27.7	-0.3			28.6	-0.4
	Gap	-0.45				-0.46	↓			-0.35	↑			-0.42	↑
Writing	PP	25.3	-0.7			27.0	0.0			28.0	0.0			29.0	0.0
	Non PP	24.8	-1.2			26.5	-0.5			27.5	-0.5			28.5	-0.5
	Gap	-0.56				-0.50	↑			-0.46	↑			-0.46	↑
Maths	PP	25.3	-0.7			27.0	0.0			28.0	0.0			29.0	0.0
	Non PP	24.8	-1.2			26.5	-0.5			27.7	-0.3			28.5	-0.5
	Gap	-0.49				-0.46	↑			-0.31	↑			-0.46	↑

YEAR 2

Year 2 PP(4) Non PP(24)	Group	End of Y1 Exp (23) 1+		Autumn 1 Exp (23.5)		Autumn 2 Exp (24) 2-		Spring 1 Exp (24.5)		Spring 2 Exp (25) 2=		Summer 1 Exp (25.5)		Summer 2 Exp (26) 2+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	21.8	-1.3			24.0	0.0			25.0	0.0			25.8	-0.3
	Non PP	22.2	-0.8			24.0	0.0			25.0	0.0			25.8	-0.2
	Gap	0.46				0.00	↓			0.00	↓			0.04	↓
Writing	PP	21.8	-1.3			23.8	-0.3			24.8	-0.3			25.3	-0.8
	Non PP	22.1	-0.9			23.9	-0.1			24.9	-0.1			25.7	-0.3
	Gap	0.38				0.13	↓			0.13	↓			0.42	↑
Maths	PP	21.8	-1.3			23.8	-0.3			24.8	-0.3			25.5	-0.5
	Non PP	22.1	-0.9			24.1	0.1			25.0	0.0			25.8	-0.2
	Gap	0.38				0.33	↓			0.29	↓			0.29	↓

YEAR 1

Year 1 PP(6) Non PP(21)	Group	Y1 Baseline Exp (20) ELG / R+		Autumn 1 Exp (20.5)		Autumn 2 Exp (21) 1-		Spring 1 Exp (21.5)		Spring 2 Exp (22) 1=		Summer 1 Exp (22.5)		Summer 2 Exp (23) 1+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP					20.5	-0.5			21.3	-0.7			22.3	-0.7
	Non PP					21.0	0.0			21.9	-0.1			22.7	-0.3
	Gap					0.50				0.57				0.38	
Writing	PP					20.3	-0.7			21.3	-0.7			22.3	-0.7
	Non PP					20.9	-0.1			22.0	0.0			22.8	-0.2
	Gap					0.57				0.62				0.43	
Maths	PP					20.7	-0.3			21.7	-0.3			22.7	-0.3
	Non PP					20.9	-0.1			22.0	0.0			22.8	-0.2
	Gap					0.24				0.29				0.14	

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

