

Pupil premium strategy statement 2022- 2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Augustines of Canterbury Catholic Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	Yearly
Statement authorised by	Mark Hilliam
Pupil premium lead	Deanne Fitzpatrick
Governor / Trustee lead	Stephen Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440.00
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	£41,440.00

Part A: Pupil premium strategy plan

Statement of intent

At St. Augustines we have high aspirations and ambitions for all our children. We are determined to ensure that the children at our school are given every chance to realise their full potential. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality 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.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or accelerated progress. Through targeted interventions we are working to eliminate barriers to learning and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

We will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some pupils' speech and language skills may be under developed on entry to primary school and this limits progress in communication, language and literacy.

2	Attainment by pupils eligible for PP not in line with non-PP pupils at the end of KS1 and KS2 in Reading, Writing and Maths including higher achieving pupils.
3	Many pupils eligible for PP also have SEN needs to consider when planning for their provision.
4	Some of our PP children are experiencing difficulties in their home lives and find emotional regulation difficult; this can result in negative attitudes towards their learning and affects their wellbeing and progress (SEMH).
5	Some of our PP children have low attendance rates and poor punctuality. This is reducing their hours in school and causing them to fall behind academically.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
Speech and language needs are quickly identified in a Speech and language baseline assessment at the beginning of Reception (Wellcomm) and addressed through interventions in the Early Years and KS1 to enable pupils to meet age related expectations at KS1 and KS2.	<ul style="list-style-type: none"> • Children with speech and language difficulties are identified quickly and intervention is put in place. • Attainment and progress for pupils eligible for PP will be equal to or higher than pupils who are not PP across the school in reading and writing. • A re-assessment using the speech and language screener (Wellcomm) at the end of the Reception year will show interventions and quality first teaching with a focus on oracy has made an impact. • A whole school teaching vocabulary approach (Word aware) will have been established and will be making an impact on

	<p>the children's vocabulary development.</p>
<p>Higher rates of progress for pupils eligible for PP shown on Target Tracker termly for Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • End of year assessment data shows that disadvantaged children have made good progress from their starting points • Bottom 20% of readers in receipt of PP have made accelerated progress and their learning gaps has narrowed or closed in relation to their peers.
<p>Higher rates of progress across the school in Reading, Writing and Maths for pupils eligible for PP funding who are SEN.</p>	<ul style="list-style-type: none"> • PP SEN children's needs are identified and assessed early to ensure that appropriate provisions and interventions are put in place. • PP SEN children make expected progress or better than expected progress each term in Reading, Writing and Maths.
<p>PP children presenting with SEMH needs are taught and given support to use emotional regulation skills.</p> <p>PP children and families wellbeing is supported through school and outside organisations/ agencies.</p>	<ul style="list-style-type: none"> • Whole school to consistently use the Zones of Regulation. • PP children with SEMH needs are identified early and interventions are put in place- social skills groups, emotional regulation sessions. • PP families are quickly referred to the Parent- link worker as and when required. • St Augustines Primary School has a named SEMH Lead (SENCO). • Some PP children are able to access sand tray therapy for six weeks. • Good progress in SEMH skills will be made from their starting points. • PP children will be able to access an ELSA (Emotional Literacy Support Assistant).
<p>Increased attendance rates and punctuality for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Parent- Link Worker/ GRT Education Liaison Officer to support PP families with attendance where needed. EHAPS to be run when needed. • Attendance of PP children will be in line with all pupils.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure children develop their oracy skills and widen vocabulary.</p> <p>To improve all children's vocabulary through the Word Aware intervention.</p> <p>Embedding oracy skills activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Teachers to increase their use of visuals to support vulnerable learners across all subjects.</p> <p>We will purchase Widgit online and train all teachers and TAs in using it effectively to support learning.</p>	<p>The EEF's Five evidence-based strategies to support high-quality teaching for pupils with SEND promote using visuals to support scaffolding and explicit instructions.</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	<p>1, 2 & 3</p>

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

Budgeted cost: £11,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
The lowest 20% of readers are identified as frequent readers and read with the CT or TA at least three times a week.	1:1 Reading support with a specific focus has a proven track record of making progress and teaching a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning	2, 3 & 6
One to one or small group targeted maths support in Year 5 and 6 by HLTA with a specialism in maths.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning	2, 3 & 6
One to one or small group targeted speech and language support with a TA with support from a Speech and Lang therapist.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning	1 & 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one social and emotional learning support	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from	4

for PP children with complex SEMH needs	<p>disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=Social%20and%20emotional</p>	
ELSA	The British Psychological Society (Dec 2016) research findings indicated that a number of significant factors contributed to the perceived effectiveness of the ELSA project, including the importance of the therapeutic relationship with the ELSA teacher, having a space to talk and think about feelings and building resilience, confidence and self-esteem.	3 & 4
Parent Link who supports vulnerable groups	<p>There is extensive research that parental engagement has a positive impact on academic progress and it is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
Sand tray conversation sessions	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	3 & 4
Lego Therapy sessions	As above	3 & 4
Mentoring sessions from external agencies.	As above	3 & 4
EHAP meetings with the CT, Parent Link and SENCO.	<p>There is extensive research that parental engagement has a positive impact on academic progress and it is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
Payment for school enrichment activities e.g. school trips, residential trips, after school clubs	<p>Evidence shows that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning is an important part of the wider school experience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-</p>	4

	learning#:~:text=There%20is%20a%20wider%20evidence,any%20impact%20on%20academic%20outcomes.	
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Total budgeted cost: £41,440

Part B: Review of outcomes in the previous academic year

2023-2024

Intended outcome	Success criteria	Impact
<p>Speech and language needs are quickly identified in a Speech and language baseline assessment at the beginning of Reception (Wellcomm) and addressed through interventions in the Early Years and KS1 to enable pupils to meet age related expectations at KS1 and KS2.</p>	<ul style="list-style-type: none"> • Children with speech and language difficulties are identified quickly and intervention is put in place. • Attainment and progress for pupils eligible for PP will be equal to or higher than pupils who are not PP across the school in reading and writing. • A re-assessment using the speech and language screener (Wellcomm) at the end of the Reception year will show interventions and quality first teaching with a focus on oracy has made an impact. • A whole school teaching vocabulary approach (Word aware) will have been established and will be making an impact on the children's vocabulary development. 	<ul style="list-style-type: none"> • Identified children accessed a Well Comm and Time to Talk intervention in the Reception Class. All children made expected progress in these interventions. • Word Aware used across KS1 and KS2 school focusing on vocabulary development in science.
<p>Higher rates of progress for pupils eligible for PP shown on Target Tracker termly for Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • End of year assessment data shows that disadvantaged children have made good progress from their starting points • Bottom 20% of readers in receipt of PP have made accelerated progress and their learning gaps has narrowed or closed in relation to their peers. 	<ul style="list-style-type: none"> • Some individual PP children have achieved this but not yet across the whole cohort. Many children have experienced difficulties in their home life impacting on their learning and others have had lower attendance.
<p>Higher rates of progress across the school in Reading, Writing and Maths for pupils eligible for</p>	<ul style="list-style-type: none"> • PP SEN children's needs are identified and assessed early to ensure that appropriate provisions and interventions are put in place. 	<ul style="list-style-type: none"> • 50% of the PP cohort identified with SEND and had a range of interventions and support based on needs

<p>PP funding who are SEN.</p>	<ul style="list-style-type: none"> • PP SEN children make expected progress or better than expected progress each term in Reading, Writing and Maths. 	<ul style="list-style-type: none"> • Many of these children have complex needs and progress is slower. School are introducing PIVOTs as an SEND assessment tool to be able to celebrate small steps of progress for pupils with SEND.
<p>PP children presenting with SEMH needs are taught and given support to use emotional regulation skills.</p> <p>PP children and families wellbeing is supported through school and outside organisations/ agencies.</p>	<ul style="list-style-type: none"> • Whole school to consistently use the Zones of Regulation. • PP children with SEMH needs are identified early and interventions are put in place- social skills groups, emotional regulation sessions. • PP families are quickly referred to the Parent- link worker as and when required. • St Augustines Primary School has a named SEMH Lead (SENCO). • Some PP children are able to access sand tray therapy for six weeks. • Good progress in SEMH skills will be made from their starting points. • PP children will be able to access an ELSA (Emotional Literacy Support Assistant). 	<ul style="list-style-type: none"> • Zones of Regulation used consistently across the school. • Children with SEMH needs have accessed a variety of interventions based on need- mentoring, play therapy, ELSA, lunch time club. • To build capacity another TA has been trained in sand tray conversations. • ELSA supports individual or small groups of children for two afternoons a week. • Parent-Link has supported a large number of families through EHAPs, signposting to services, support to complete forms, advice on parenting, referrals to courses etc.
<p>Increased attendance rates and punctuality for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Parent- Link Worker/ GRT Education Liaison Officer to support PP families with attendance where needed. EHAPS to be run when needed. • Attendance of PP children will be in line with all pupils. 	<ul style="list-style-type: none"> • 75% of children on PP register had improved attendance as a result of support and intervention.

	<ul style="list-style-type: none">• Education Welfare Officer to support non-attendance process	
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