

Pupil Premium Strategy Statement 2025- 2028



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	176
Proportion (%) of pupil premium eligible pupils	17.6% (31 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	Yearly
Statement authorised by	Mark Hilliam
Pupil premium lead	Deanne Fitzpatrick
Governor / Trustee lead	Anselm Jacobs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,965
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	£46,965

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

This year, we have engaged in EEF training from the Glos. Research School on raising Disadvantaged attainment and we are also part of a Disadvantaged Pupils project within South Glos. Local Authority. This evidence based approach can help schools to compare challenges experienced by other schools and how they have been tackled and consider the cost effectiveness of some approaches.

Challenges

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

Challenge number	Detail of challenge																					
1	<p style="text-align: center;">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.</p> <p style="text-align: center;">Academic year 2024-2025</p> <table border="1" data-bbox="371 633 1401 734"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>32</td> <td>87.81</td> <td>5.53</td> <td>6.66</td> <td>1.84</td> <td>1.05</td> </tr> <tr> <td>Non-PP</td> <td>159</td> <td>93.96</td> <td>5.05</td> <td>0.99</td> <td>0.31</td> <td>0.07</td> </tr> </tbody> </table> <p>Unauthorised absences due to term time holidays.</p>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	PP	32	87.81	5.53	6.66	1.84	1.05	Non-PP	159	93.96	5.05	0.99	0.31	0.07
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After																
PP	32	87.81	5.53	6.66	1.84	1.05																
Non-PP	159	93.96	5.05	0.99	0.31	0.07																
2	<p style="text-align: center;">Attendance levels of persistent absence (over 10% missed) and severe absence (over 50% missed).</p> <p style="text-align: center;">32 children</p> <p style="text-align: center;">PP persistent absence = 12 (38%)</p> <p style="text-align: center;">Non-PP persistent absence = 20 (62%)</p> <p style="text-align: center;">1 child</p> <p style="text-align: center;">PP severe absence = 3%</p> <p style="text-align: center;">Non-PP severe absence = 0%</p>																					
3	<p style="text-align: center;">Some pupils' speech and language skills may be underdeveloped on entry to primary school and this limits progress in communication, language and literacy.</p> <p style="text-align: center;">September 2024</p> <p style="text-align: center;">35% of the Reception Cohort were working below the expected WellComm level when they started at school.</p> <p style="text-align: center;">WellComm PP = 100% below the expected level</p> <p style="text-align: center;">WellComm non-PP = 22% below the expected level</p>																					

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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.

2025 data

Year 2	Cohort Expected	Cohort Greater Depth	PP Expected (4)	PP GD (4)
Reading	60%	10%	25%	0%
Writing	57%	7%	25%	0%
Maths	67%	10%	25%	0%
R/W/M combined	53%	7%	25%	0%

Year 6	Cohort Expected	Cohort Greater Depth	PP Expected (5)	PP GD (5)	National		South Glos	
					PP	Non PP	PP	Non PP
Reading	62%	15%	40%	20%	62%	79%	58%	79%
Writing	62%	4%	40%	0%	58%	78%	56%	71%
Maths	54%	27%	40%	0%	59%	79%	54%	81%
R/W/M combined	46%	4%	40%	0%	45%	67%	40%	67%

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In Year 1, disadvantaged pupils are less likely to pass the phonics screening. Poor phonics acquisition leads to difficulties which negatively impacts their reading.

Year 1 phonics (2025)

PP = 50% achieved a pass

Non-PP = 89% achieved a pass

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Many pupils eligible for PP also have SEN needs to consider when planning for their provision.

September 2025

Pupil premium = 28 (16%)

Pupil premium (with SEND) = 12 (43%)

Pupil premium (no SEND) = 16 (57%)

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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).

ELSA (2024-2025) = 11 pupils (formally and informally)

ELSA support pupil premium = 5 (45%)

ELSA support non pupil premium = 6 (55%)

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><u>Speech and language</u></p> <p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All children benefit from a language rich environment and activities embedded within the renewed Early Years Foundation Stage (EYFS) curriculum and across the whole school. • Observations show significantly improved levels of talk and oracy, including appropriate vocabulary evident in engagement in lessons across all subjects, pupil voice and ongoing formative assessments • Teachers will plan a progressive, highly ambitious, challenging and knowledge/ language rich curriculum • The need for SLC intervention will be assessed promptly in KS1 so that individual needs can be targeted and reviewed frequently, giving all children equal opportunity to access a broad and balanced curriculum.
<p><u>Reading and phonics</u></p> <p>Improve reading attainment and progress among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • End of year assessment data shows that disadvantaged children have made good progress from their starting points in reading and phonics. • Phonics teaching is consistent and follows the validated SSP scheme (Unlocking Letters and Sounds), with matched, decodable texts available for all children. • Disadvantaged pupils demonstrate a 'love of reading'. • 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. • Pupil conferencing shows that pupils have good attitudes to reading for pleasure. • Reading records show PP children are reading at least 4x week.
<p><u>Attainment</u></p> <p>Pupil premium children meet national benchmarks for attainment at the end of the Key Stage and progress matches that of non PP pupils. Attainment of pupil premium children in all year groups is improved in core subjects.</p>	<ul style="list-style-type: none"> • By 2028, the % of pupil premium children reaching the combined standards in R, W and M at the end of KS2 exceeds the national and local authority combined PP figures and matches that of non PP pupils. • Internal data shows that the majority of PP children in every year group are working at least EXS or above in every core subject.

<p><u>SEMH</u> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Disadvantaged children have strategies in place to support their emotional resilience (e.g. zones of regulation). Children can confidently articulate how they demonstrate resilience and maintain good mental and physical health. • Sustained high levels of wellbeing in EYFS, KS1 and KS2 demonstrated from data from pupil voice/behaviour records (CPOMS) in emotional regulation & social interactions. • The need for SEMH intervention will be accessed promptly so that individual needs can be targeted and reviewed frequently, giving all children equal opportunity to access a broad and balanced curriculum. • A significant increase in participation in enrichment activities, particular amongst those who are disadvantaged.
<p><u>Attendance</u> Improve attendance for all pupils, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Raised attendance for those who are pupil premium so that attendance is in line with the national average. • Significant decrease in persistent lateness amongst those who are disadvantaged

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: £6,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement through high quality CPD Rosenshine's 10 principles of instruction to increase pupil engagement. They include carrying out daily reviews of learning, constructive ways to present information and using questioning effectively.</p>	<p>"Improving pupil engagement will help to create a learning culture that enables children to achieve and to thrive." Farndon, S. (2024). Achieve and thrive: A research-based guide to pupil motivation and engagement. Ambition Institute.</p> <p>Rosenshine's Principles combines three distinct research areas (cognitive science, classroom practices, cognitive support).</p>	<p>1, 2 & 3</p>
<p>Implement through high quality CPD the EEF 5 a day to support quality first teaching across all subjects while also embedding St Augustine's pedagogies. This will ensure consistency and will align with the school's teaching and learning policy.</p>	<p>"Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Supporting continuous and sustained professional development on evidence-based classroom approaches is important... and requires a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice." (EEF)</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. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	<p>1, 2 & 3</p>

<p>Continued monitoring and developing of reading for pleasure, our systematic phonics scheme (Unlocking letters and Sounds) and whole class guided reading (Y1-6) to secure stronger phonics and reading teaching for all pupils.</p>	<p>Research suggests that reading for pleasure positively impacts a child's future life chances more than any other factor. To promote this a reading culture should go beyond the school and into homes. CLPE Reading For Pleasure 2021</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	<p>1, 2 & 3</p>
<p>Teaching assistants will have the knowledge and understanding through CPD and peer observations to partake in regular assessment for learning. This will support all children's progress and attainment.</p>	<p>The EEF's guidance report shares its finding that support from TAs tends to be more focussed on task completion and less concerned with developing understanding. We will implement whole school training and coaching to ensure TAs are used to help pupils develop independent learning skills and manage their own learning as well as supporting pupils to make explicit connections between learning from everyday classroom teaching and structured interventions.</p> <p>There is evidence to show that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><i>Teaching Assistant Interventions/Education Endowment Foundation/Toolkit</i></p>	<p>1, 2 & 3</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The lowest 20% of readers read with the Class Teacher or Teaching Assistant at least three times a week.</p>	<p>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</p>	<p>2 & 3</p>

<p>Ensure daily practice of times tables for all Year 4 PP children who have not yet mastered multiplication up to 12x12.</p>	<p>The EEF Toolkit states that for children who have gaps in their understanding and low prior attainment or are at risk of falling behind, individualised and small group instruction allows the teacher to provide activities that are closely matched to a pupil's attainment. As part of this, targeted feedback supports pupils to address misconceptions and overcome specific barriers to learning. The EEF states that, 'Tuition delivered by qualified teachers is likely to have the highest impact.'</p>	<p>3</p>
<p>Additional precision phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p>	<p>2</p>
<p>Provide targeted, structured speech and language interventions to children across KS1. .</p>	<p>Evidence suggests that High quality targeted support can ensure that children falling behind catch up as quickly as possible. Effective Professional Development/ Education Endowment Foundation.</p> <p>Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p>	<p>1</p>
<p>Year 6 Booster Groups to target children who need further support in Reading, Writing and Maths.</p>	<p>The effectiveness of Key Stage 2 booster groups is supported by research, with evidence showing they can significantly boost pupil attainment, confidence, and motivation. Research from the Education Endowment Foundation (EEF) and other bodies identifies best practices for planning and implementing booster groups to ensure they are successful.</p>	<p>2</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Foster strong relationships between staff and pupils, ensuring that all pupils feel valued and recognised as unique individuals within the school community, which is crucial for their overall development and success.</p> <p>All disadvantaged pupils to have a staff PP Champion. Every adult/child interaction is an intervention. The child is valued and seen.</p>	<p>A shared language around efforts for supporting disadvantaged learners is vital. From governance to the classroom to external support, staff should speak with one voice. Belief in learners matters.</p> <p>Efforts to support learners will stand or fall based on the quality of relationships we forge. Relationships between adults and learners, and between learners matter. To be successful, learners will need to feel like they belong in our schools and in our classrooms.</p> <p>Multiple studies – including the work of David Osher¹ have shown that where relationships across schools are strong, the most disadvantaged learners will thrive. Learners do well when teachers know them well and hold them in high regard.</p> <p>https://researchschool.org.uk/unity/news/disadvantaged-learners-in-our-schools-are-not-a-problem-to-be-solved-they-are-part-of-our-school-community-and-its-for-us-to-get-better-at-what-we-do</p>	All
<p>One to one and small group social and emotional learning support for disadvantaged pupils with SEMH needs- mentoring, lunch club, Lego Therapy, social group interventions.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and emotional learning can lead to learning gains of +4 months over the course of a year. It stresses this is especially important for children from 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>	4
<p>Play Therapy to help children who have experienced trauma or difficult experiences express thoughts, emotions, and experiences through play.</p>	<p>Significant evidence from numerous meta-analyses and individual studies supports the effectiveness of play therapy for children. Research shows it is an age-appropriate method for helping children with a wide range of social, emotional, behavioural, and developmental challenges.</p> <p>Meta-analytic reviews of over 100 play therapy outcome studies (Bratton, Ray, Rhine, & Jones, 2005; LeBlanc & Ritchie, 2001; Lin & Bratton, 2015; Ray, Armstrong, Balkin, & Jayne, 2015). have found that the over-all treatment effect of play therapy ranges from moderate to high positive effects. Play therapy has proven equally effective across age, gender, and presenting problem.</p>	4

<p>ELSA support- ELSA stands for Emotional Literacy Support Assistant, a school-based intervention for pupils with social and emotional needs. Our ELSA (Mrs Hodges) is a trained teaching assistant who works under the supervision of an educational psychologist to help children develop their emotional literacy.</p>	<p>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.</p>	<p>4</p>
<p>Parent Link - Our school parent link (Mrs Dow) fosters a strong connection between school and our families to improve student outcomes.</p> <ul style="list-style-type: none"> -Runs a SEND Parent Support Group -1:1 family support/ signposting - completing referrals -leading EHAPs -supporting attendance -families to access to the Community Kitchen Cupboard -families to have access to a pre-loved uniform cupboard. 	<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>	<p>4, 5 & 6</p>
<p>Subsidise school trips within every aspect of the school curriculum.</p> <p>(Residential trips, class trips)</p> <p>Provide holiday provision in partnership with the Local Authority to support disadvantaged pupils during the school holidays.</p>	<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-learning#:~:text=There%20is%20a%20wider%20evidence,any%20impact%20on%20academic%20outcomes.</p> <p>Disadvantaged children across England have been offered free enriching activities during the school holidays.</p>	<p>4</p>

<p>Head teacher and Pupil Premium Lead to build strong relationships with families where attendance remains a barrier to their child's progress.</p> <p>Education Welfare Officer to support families with low attendance and persistent lateness.</p> <p>Children where needed to access our school Breakfast Club.</p> <p>Regular child concern meetings to discuss pupils with immediate actions.</p>	<p>Data shows that for a minority of disadvantaged pupils, persistent lateness and attendance has been an issue and therefore this remains a focus.</p> <p>The interventions that show promise for improving attendance take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p>	<p>5 & 6</p>
<p>Increasing parent engagement through core subject workshops to inform parents how to support their children, expose them to how their child is currently learning and build relationships.</p> <p>Parents to see children's work/ books every term- parents evenings, Wow Afternoons, after school book looks.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage.</p> <p>Parental Engagement/Education Endowment Foundation/Toolkit</p>	<p>1,2 & 3</p>

Total budgeted cost: £46,965

Part B: Review of outcomes in the previous academic year

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. 	<p>Identified children accessed a Well Comm and Time to Talk intervention in the Reception and year 1 Class. All children made expected progress in these interventions.</p> <p>Additionally, we had a vocabulary focus in whole class guided reading sessions, so pupils knew the vocabulary before reading the text. Pupils were taught new words and practiced reading them through a call and respond strategy. Pupils were also given background knowledge prior to reading each extract.</p> <p>In Oct 2025 whole class guided reading will also be extended to Year 1 and 2.</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>Some individual PP children have achieved this but not yet across the whole cohort.</p> <p>Reading 40% of PP were on track or higher Writing 40% of PP were on track or higher Maths 37.1% of PP were on track or higher</p>
<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>50% (17 pupils) of the PP cohort identified with SEND and had a range of interventions and support based on needs</p> <p>Many of these children have complex needs and progress is slower. School is introducing PIVATs as an SEND assessment tool to be able to celebrate small steps of progress for pupils with SEND.</p> <p>Reading 12% of SEND/ PP were on track or higher Writing 12% SEND/ PP were on track or higher Maths 12% SEND/ PP were on track or higher</p>

<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>We had whole school CPD on Zones of Regulation and it is now used consistently across the school.</p> <p>Children with SEMH needs have accessed a variety of interventions based on need- mentoring, play therapy, ELSA, lunch time club.</p> <p>To build capacity another TA has been trained in sand tray conversations, and we have taken on another trainee Play Therapist.</p> <p>ELSA supports individual or small groups of children for two afternoons a week.</p> <p>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>
<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. • Education Welfare Officer to support non-attendance process 	<p>42% of children on PP register had improved attendance as a result of support and intervention.</p>