

# Pupil premium strategy statement – St Augustine of Canterbury Catholic Primary School

This statement details St Augustine of Canterbury'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	203
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2022-2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs L Prestidge
Pupil premium lead	Mrs A Liggins
Governor Lead	Mr J Byrne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April 2024-March 2025)	£52,810 which includes current FSM, Ever 6 and PLAC funding
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0 n/a
<b>Total budget for this academic year</b> <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>	£52,810 up until new budget in April 2025

# Part A: Pupil premium strategy plan

## Statement of intent

### Mission Statement

#### **"I called you by your name, you are mine." Isaiah 43**

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

At St Augustine of Canterbury, we have high aspirations, and our intention is that that all children, 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 children to achieve that goal, including progress for those who are already high attainers.

We are committed to meeting the children's social, emotional and academic needs within a caring and nurturing environment. Supporting our children's health and wellbeing to enable them to give them a readiness to access learning at an appropriate level is key.

We provide quality first teaching and aim to identify barriers that need to be addressed and the targeted interventions required, whether in small groups, large groups, the whole class or as individuals and we are determined to provide the support and guidance that the children need to help them overcome these barriers and close the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children.

In addition to this, we aim to provide children with access to a variety of exciting opportunities and a rich and varied curriculum.

We recognise the important role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to pupil progress and the positive contribution to their child's achievements in school. We will consider the challenges faced by vulnerable children and understand that they may need help and the Early Help lead will support parents experiencing difficulties with housing, mental health or managing their children's behaviour or attendance.

## Challenges

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

Challenge number	Detail of challenge
1. SEMH	Observations and discussions with pupils and families have identified social and emotional issues. Some children lack self-belief, confidence, determination and resilience. Self-referrals as well as referrals from SENCO for additional emotional and wellbeing support to the MCH team have increased. 26% of the children in receipt of Pupil premium require additional support with social and emotional needs and are receiving either small group interventions or individual play therapy within school.
2. Academic	Lower reading and writing attainment and slow progress rates including difficulties in phonics, reading, decoding and the development of comprehension skills including inference and deduction. Assessments with children suggest that some disadvantaged children generally are having greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3. Academic	Mathematical understanding- working on recall of number and reasoning skills so that children can develop confidence and accuracy in maths. The children have gaps and misconceptions and are finding it difficult to retain/recall prior knowledge.
4. SLCN	Assessments, observations and discussions with pupils have indicated some speech sound errors and difficulties with their receptive and expressive language. These are evident from Reception through to Key Stage 2. 19% of the children in receipt of pupil premium have speech and language needs and are receiving individual intervention and monitoring from external speech therapist.
5. External barriers	Low attendance issues including those that have been 'persistently absent.' 16% of our disadvantaged pupils have been 'persistently absent.' Assessments and observations indicate that absenteeism is impacting on how much progress the pupils make.
6. External barriers	Discussions with children and their families have identified social and emotional issues for example with cost of living, mental health and family problems which can have an impact on children's health and well-being in school. Support from external agencies, such as Early Help may be required.

## 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 improve the provision for disadvantaged children so that they make at least expected progress from their individual starting points, and aim to make accelerated progress towards achieving the standards of which they are capable in all areas of the curriculum and especially in reading, writing and maths.	Success will be shown in the children from this group making progress in line with other children or that they have made the expected progress for their ability. KS2 reading outcomes in 2024/25 will show that <b>at least 75%</b> of disadvantaged children meet the expected standard.
The gap is narrowed in the progress and attainment of Pupil Premium children and non-PP children.	Analysis of interventions will show that they have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
To ensure that the children who have fallen behind receive targeted high-quality intervention.	Consistent implementation of excellent practice and high expectations across the school.
Improved speech, language and vocabulary skills particularly for Pupil Premium children in EYFS and KS1 and 2,	Success will be shown in significantly improved oral receptive and expressive speech and language. This is evident when triangulated with other sources of evidence, including engagement in lessons and other formative assessments. <b>Success will also be shown through achievement of targets from specialist speech and language therapy support plans.</b> Parents are engaged in the development of their child's speech and language.
To ensure that the children with entitlement to pupil premium are able to manage socially and emotionally in school.	Immediate concerns for their SEMH needs are addressed with the appropriate level of support. Success will be shown in a positive mental well-being and improved resilience in our children with a readiness to learn. Focus on mindfulness and raised awareness of mental health and a whole school approach implementing the 'Zones of Regulation' to foster self-regulation and emotional control in all pupils. SENDCo will identify and support families and children working to alleviate barriers to learning and signposting where necessary. Identified children are invited to Nurture or Draw and Talk therapy or to Specialist Play therapists. Other agencies may be involved.

<p>Pupil Premium children have a breadth of experiences that enable them to contextualise their learning.</p> <p>We will deliver an engaging, broad and varied curriculum.</p>	<p>We will use the Cornerstones Curriculum to plan an exciting and varied curriculum with a range of experiences to inspire and enhance learning and make it memorable.</p> <p>Children will be exposed to a variety of social, cultural, enrichment and sporting experiences within the school day and during extra-curricular activities.</p> <p>There will be a significant participation in enrichment activities, particularly among disadvantaged children. This includes Art projects.</p> <p>Home learning includes projects to support the links between home and school to enrich the children's learning experiences more.</p> <p>Improved confidence, engagement and success in activities across all areas.</p>
<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>Sustained high attendance from 2024/25.</p> <p>Disadvantaged children will match or exceed national attendance averages for non-disadvantaged children.</p> <p>Monitoring of attendance, communicating effectively with EWO in order to increase Pupil premium children's' attendance</p>
<p>To achieve and sustain improved wellbeing for all children in our school particularly our disadvantaged children.</p>	<p>Other agencies will be involved and signposted.</p> <p>Early Help intervention support for families as required.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice and teacher observations</p>

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our literacy teaching and curriculum planning.</p> <p>Secure strong phonics teaching for all children with additional targeted phonics sessions for disadvantaged children who require further phonics support.</p> <p>Phonics 'Letters and Sounds' scheme embedded across Key Stage One.</p> <p>Allocation of funds for reading and writing initiatives and continuing CPD for teachers and TAs across school and subject leader release time to support quality first teaching and learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
<p>Enhancement of Maths teaching and curriculum planning in line with DfE and EEF guidance</p> <p>Allocation of funds for maths initiatives and continuing CPD for teachers and TAs across school to support quality first teaching and learning.</p> <p>We will fund subject leader release time to embed key elements of guidance in school and to access Third Space/White Rose Maths/Maths Hub resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of Mathematics, drawing on evidence-based approaches.</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	3,
<p>Purchase of standardised diagnostic assessments including NGRT and NGST and Rising Stars.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they received the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	2, 3, 4

Training for staff to ensure assessments are interpreted and administered correctly.	<a href="#">k/education-evidence/teaching-learning-toolkit/feedback</a> <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
Disseminating CPD from Network meetings giving subject leaders deep subject knowledge and the tools to support teachers to plan 'hook' lessons in all subjects. Coaching, team teaching- Supply cover for teacher release.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1, 2, 3, 4
Improve the quality of social and emotional learning and promote positive mental wellbeing. PSHE approached will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time and fund teaching assistant intervention	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	4

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3

<p>school using Pupil premium funding</p> <p>Interventions to be monitored by SENCo/Pupil Premium lead.</p> <p>Interventions are carried out by:</p> <ul style="list-style-type: none"> <li>- SENDCo support</li> <li>- Fluid interventions led by teachers/teaching assistants</li> </ul> <p>External agencies</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p>Engaging with an external tutoring programme to offer one to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p><a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
<p>Additional 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 shown to be more effective when delivered over regular sessions over a period of up to 12 weeks.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Allocations of funds for reading, writing and maths initiatives, subscriptions and high-quality texts including:</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	2, 3

<ul style="list-style-type: none"> <li>• Times tables Rock stars and Mathletics</li> <li>• Online learning programmes including Nessy, 123 learning</li> <li>• Third Space/White Rose Maths</li> </ul>		
<p>Speech and Language interventions for targeted children</p> <ul style="list-style-type: none"> <li>- SALT support</li> </ul> <p>Purchase of Junior Language link to improve listening and vocabulary skills for disadvantaged pupils who have relatively low speech and language skills.</p> <p>Funding to pay for ongoing monitoring from the speech and language therapist</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify and support families and children and work with other agencies to alleviate barriers to learning.</p> <p>Early Help lead to support families with high need SEN/Pupil Premium</p> <p>Vulnerable children to be supported through Nurture</p>	<p>Play therapy sessions support children who require specialist support with issues which challenge their access to the curriculum. Draw and Talk and nurture are facilitated by the SENCO and this support is either weekly or "touch-base" sessions based on any needs identified.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	6

sessions, external play therapy, Draw and Talk therapy		
All children to be given opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences including Year 6 residential. Engage with external agencies to provide opportunities for in school and after school clubs	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a>	1
Well established breakfast and after school club	<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res#:~:text=Breakfast%20clubs%20that%20offer%20pupils,by%20the%20Education%20Endowment%20Foundation">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res#:~:text=Breakfast%20clubs%20that%20offer%20pupils,by%20the%20Education%20Endowment%20Foundation</a>	6
Headteacher to ensure parents are made aware of expected attendance levels when they fall below 90% Partnership working with EWO re pupils <90%. Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will also include training for a member of staff to complete course and implement new Emotional Based school Avoidance (EBSA) as a whole school approach.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Whole staff training on behaviour management and emotional wellbeing and sensory regulation. Use of materials from 'Zones of Regulation' website. Support pastoral needs through Playground leaders, Nurture and Emotional Wellbeing support	Both targeted interventions and universal approaches can have positive overall effects.  <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

**Total budgeted cost: £52,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 2022-23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and local level.

In order to achieve the outcomes that we set out to achieve by 2024/5, as stated in the Intended Outcomes section above, we need to continue to focus on supporting our disadvantaged pupils to making accelerated progress in their learning to achieve the expected and higher standard both in Key Stage One and Two, as well as achieving the expected threshold for Phonics.

We continued to ensure that we put the children's wellbeing at the forefront of all our work, recognising that having positive mental health is an essential element to being able to make progress across all areas of learning. We have adopted the principles of the 'Zones of Regulation' and these zones are now present throughout the school and in every classroom to promote positive wellbeing. We continued to utilise the professional expertise of a trained play therapist in school to support the emotional needs of the more vulnerable.

#### KEY STAGE ONE DATA:

MEETING THE EXPECTED STANDARD				
	<i>St Augustine of Canterbury All children</i>	<i>St Augustine of Canterbury Children in receipt of Pupil premium</i>	<i>Medway</i>	<i>National</i>
Reading, writing, maths combined	74%	50%	TBC	TBC
Reading	74%	50%	TBC	TBC
Writing	74%	50%	TBC	TBC
Maths	74%	50%	TBC	TBC
GPAS	74%	50%	TBC	TBC

#### KEY STAGE TWO DATA

	<i>St Augustine of Canterbury All children</i>	<i>St Augustine of Canterbury Children in receipt of Pupil premium</i>	<i>Medway</i>	<i>National</i>
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Reading, writing, maths combined	81%	<b>20%</b>	59%	61%
Reading	87.1%	<b>40%</b>	71%	74%
Writing	84%	<b>40%</b>	71%	72%
GPAS	84%	<b>60%</b>	66%	72%
Maths	84%	<b>60%</b>	71%	73%

The data demonstrates that the performance of our disadvantaged pupils did not all meet expectations in the academic year 2023-24. Our evaluation of the approaches delivered last academic year indicate that there were aspects of our strategy that may have been less effective than the previous year as if we look at the data from 2022-23, 100% of our pupil premium pupils achieved the expected standard. We have therefore reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year to be on course to achieve the outcomes that we set out to achieve by the end of 2024/25. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

## Externally provided programmes

Programme	Provider
Nessy online	
123 Maths online	
Progress Tests	Rising stars
Beat Dyslexia	