

Pupil premium strategy statement

This statement details St Augustine of Canterbury's use of pupil premium (and recovery premium for the 2022-23 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 of Canterbury Catholic Primary School
Number of pupils in school	196 (Census October 2022)
Proportion (%) of pupil premium eligible pupils	27 pupils eligible - 13.77 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Louise Prestidge (Headteacher)
Pupil premium lead	Angela Liggins (SENDCo)
Governor / Trustee lead	John Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Financial year (April 2022-March 2023) Estimated = £39,420 Actual = £38, 740 (updated July 2022)
Recovery premium funding allocation this academic year	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£42, 655

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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worse affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective 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.

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

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	Detail of challenge
1. SEMH	Some children lack self-belief, confidence, determination and resilience. Our observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for emotional support from both school and home remain relatively high. (36% of whom are disadvantaged) currently require additional support with social and emotional needs from SENCO and/or external Play therapists.
2. Academic	Lower literacy 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 disadvantaged children generally have 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 find it difficult to retain/recall prior knowledge.
4. SLCN	Speech and Language- developing early language skills and addressing the understanding and expressive language difficulties.
5. External barriers	Our attendance data indicates that attendance among disadvantaged pupils has been between 4% and 6% lower than for non-disadvantaged pupils.

	40% of our persistently absent pupils are disadvantaged pupils. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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 reading, writing and maths attainment among disadvantaged pupils.	<p>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.</p> <p>KS2 reading outcomes in 2024/25 will show that 100% of disadvantaged children met the expected standard in reading, writing and maths combined.</p> <p>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.</p> <p>Consistent implementation of excellent practice and high expectations across the school.</p>
Improved oral language skills and vocabulary particularly for disadvantaged children in EYFS and KS1.	<p>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. Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Parents are engaged in the development of their child's speech and language.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Immediate concerns for their SEMH needs are addressed with the appropriate level of support.

	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by qualitative data from pupil and parental voice and teacher observations.</p> <p>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.</p> <p>SENDCo will identify and support families and children working to alleviate barriers to learning and signposting where necessary. Early Help services may be involved.</p> <p>Identified children are invited to Nurture, Lego or Draw and Talk therapy.</p> <p>Other agencies may be involved.</p>
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<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 attendance advisory in order to increase disadvantaged children's' attendance</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: £6,000

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>New Phonics 'Letters and Sounds' scheme rolled out across Key Stage One.</p> <p>Allocation of funds for reading and writing initiatives and continuing CPD for teachers and TAs across school to support quality first teaching and learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>Allocation of funds for teacher release time to embed key elements and guidance in school and to access NCETM.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3
<p>Purchase of standardised diagnostic assessments including NGRT and NGST.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>	2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<p>Disseminating CPD from Network meetings giving subject leaders deep subject knowledge and the tools to support teachers to plan 'hook' lessons in all subjects.</p> <p>Coaching, team teaching- Supply cover for teacher release.</p>	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3, 4, 5
<p>Improve the quality of social and emotional learning and promote positive mental wellbeing.</p> <p>PSHE approached will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 6

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

Budgeted cost: £ 25,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole 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"> - SENDCo support - Fluid interventions led by teachers/teaching assistants - External agencies 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3
Engaging with the National Tutoring Programme to provide a blend of	Tuition targeted at specific needs and knowledge gaps can be an effective	2,3

<p>tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<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 been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Allocations of funds for reading, writing and maths initiatives, subscriptions and high-quality texts including:</p> <ul style="list-style-type: none"> • Times tables Rock stars and Mathletics • Busters Book club • Online learning programmes including Nessy, 123 learning 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2, 3
<p>Speech and Language interventions for targeted children</p> <ul style="list-style-type: none"> - SALT support <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>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking and listening show positive impacts on attainment. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £10,740

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 sessions, external play therapy, Draw and Talk therapy</p> <p>st</p> <p>Contingency fund for acute issues</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Based on previous experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 6
<p>All children to be given opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences including Year 6 residential</p> <p>Engage with external agencies to provide opportunities for in school and after school clubs</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	all
<p>Well established breakfast and afters school club</p>	<p>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</p>	6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Partnership working with attendance advisory re pupils <90%.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
<p>Whole staff training on behaviour management and emotional wellbeing and sensory regulation.</p> <p>Implementing 'Zones of Regulation.'</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p>	1
<p>Support pastoral needs</p> <ul style="list-style-type: none"> - Lunchtime mentor/nurture support <p>Emotional wellbeing group</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 6

Total budgeted cost: £42,655

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 2021-2022 academic year.

Following the years of the pandemic throughout 2020 and 2021, 2021-22 was focused on catch up and recovery. We utilised the National Tutoring Programme and provided targeted children with extra online tuition to help close gaps in learning.

DATA:

Key stage one

	<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>	<i>St Augustine of Canterbury All children</i>	<i>St Augustine of Canterbury Children in receipt of Pupil premium</i>	<i>National</i>
	Expected standard				Higher standard		
Reading, writing, maths combined	66.7%	50%			17%		
Reading	76.6%	50%	65%	67%	23.3%		18%
Writing	70%	50%	56%	58%	10%		8%
Maths	76.6%	50%	66%	68%	16.6%	17%	15%
Science	90%	50%					

Key Stage two

	<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>	<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>
	Expected standard				Higher Standard			
Reading, writing, maths combined	70%	60%	56%	59%	7%	0%	6%	7%
Reading	83%	80%	71%	76%	27%	40%	24%	28%
Writing	83%	80%	70%	69%	7%	0%	10%	13%
GPAS	70%	80%	66%	72%	30%	60%	20%	28%
Maths	73%	60%	68%	71%	27%	40%	18%	22%

	<i>St Augustine of Canterbury</i> <i>All children</i>	<i>St Augustine of Canterbury</i> <i>Children in receipt of Pupil premium</i>
Phonics Year 1	75%	50%

Gaps in children's learning were identified after the National Lockdown and were prioritised to support pupils making progress from their starting points. Targeted children benefitted from additional support and intervention.

We continued to ensure that we put the children's well being 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 introduced Mindful Mondays to our school day and PSHE lessons continued to focus and promote positive wellbeing. We continued to utilise the professional expertise of a trained play therapist as well as offer Draw and talk and Nurture therapy in school to support emotional needs of the more vulnerable children.

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
Maths Tuition	Third Space learning Tute
Literacy Tuition	Tute
Nessy online	
123 Maths online	
Progress Tests	Rising stars
Beat Dyslexia	