

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Augustine's Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	23% (48/210)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 Reviewed annually
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs M Stanley (HT)
Pupil premium lead	Mrs M Stanley (HT)
Governor/Trustee lead	Mrs B Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,560
Recovery premium funding allocation this academic year	£12,238
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	£81,798

Part A: Pupil premium strategy plan

Statement of intent

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.

Our ultimate objectives are:

- To narrow or close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure that all disadvantaged pupils in school make or exceed nationally expected rates of progress
- To support the health and wellbeing of all disadvantaged pupils to enable them to access learning at an appropriate level

We aim to do this by:

- Ensuring that teaching and learning opportunities are appropriately matched to the needs of all learners
- Ensure that appropriate provision is made for all disadvantaged pupils particularly those who are socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Action to be taken to achieve these objectives:

- Ensure that all teaching throughout the school is good or better
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Establish an intervention timetable clearly identifying where existing staff are directed to provide precision teaching and additional learning support
- Allocate a "Catch Up" Teaching Assistant to EYFS/KS1 - providing small group work focused on closing gaps in learning
- 1-1 support
- Support payment for activities, educational visits and residential trips
- Provide behavioural and emotional support as needed

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. All our work through Pupil Premium will be aimed at accelerating progress and moving children to at least age related expectations by the end of the academic year.

Our aim is to support all disadvantaged pupils to reach their full potential and leave our school as independent, confident individuals, well prepared for the next step on their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills - particularly in EYFS and KS1 but also noticeable throughout the school due to large numbers of pupils from an EAL background in each class. This can have a negative effect on rates of progress.
2	Attainment on entry to Nursery and Reception classes is significantly below typical in all areas.
3	Low self-esteem and confidence issues - this can have a negative impact on academic progress and achievement.
4	Attendance and punctuality issues which impact on progress and attainment.
5	Many pupils eligible for PP receive less support at home with reading and spellings due to parents having English as an additional language. This can slow the progress made in reading and impact on the understanding of and accurate use of phonics.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Progress and attainment in Reading	Achieve progress and attainment scores at the end of KS2 in Reading that are at least in line with national average.
Progress and attainment in Writing	Achieve progress and attainment scores at the end of KS2 in Writing that are at least in line with national average.
Progress and attainment in Mathematics	Achieve progress and attainment scores at the end of KS2 in Mathematics that are at least in line with national average.
Phonics	Achieve above national average expected standard in phonics screening check.
EYFS	70% of pupils to achieve GLD in EYFS to be in line with national average.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure the attendance of all pupils, including disadvantaged pupils, is at least 95% or above.

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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non class-based Deputy Headteacher to allow her to oversee all interventions in place and to ensure that all teaching throughout the school is good or better.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium”</p> <p>EEF</p>	<p>1, 2, 3,5</p>
<p>Investment in appropriate CPD for all staff to ensure high quality teaching.</p> <p>This includes Catholic Primary Partnership CPD, Local Authority courses and Read, Write, Inc development days.</p> <p>Membership of the National College</p>	<p>There is a strong evidence base that suggests that teacher CPD can have a strong impact on pupil outcomes (Cordingley et al 2015)</p> <p>Oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>EEF</p>	<p>1,2,3,5</p>
<p>Curriculum Subject Leader Development to ensure that school offers a knowledge rich and skills based curriculum, that allows pupils to increase their experiences and make good progress.</p>	<p>All subject leads have been supported by SLT to develop their knowledge, understanding and ownership of their particular curriculum area. Subject leads have mapped out the skills and knowledge for their subject so that teaching and learning progresses over time and pupils gain a broad knowledge of different subjects.</p>	<p>1,2,3,5</p>

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOMM used across all of EYFS	<p>WellComm is a complete speech and language toolkit that operates in partnership with parents. It provides a means of tracking the progress of all pupils, regardless of ability. It also provides an opportunity to identify areas of concern in language, communication and interaction, in order to ensure targeted early intervention. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2,3,5
NELI (Nuffield Early Language Intervention) – used in Reception class	<p>“The programme is designed to improve the language skills of Reception pupils with relatively poor spoken language, through scripted small group sessions delivered by a trained teaching assistant or early years' practitioner. The independent evaluation of this project in 193 schools found positive impacts on children's language, equivalent to about +3months of additional progress for children receiving the 20-week intervention in Reception”</p> <p>EEF</p>	1,2,3,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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>	1,2,3,5

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Early Years resources purchased to fully meet the requirements of the new EYFS framework	A well planned and carefully resourced environment supports the acquisition, development and progression of skills and competencies. The EYFS environment both indoors and outside is inextricably linked to how and what children learn.	1,2,3,5
Continue to provide R,W, Inc phonic links which can be accessed at home	This allows the parents to support their child at home and increases parental engagement.	1,2,3,5
Purchase challenging texts for class libraries and main school library. Reward pupils who complete their reading records showing that they read at home every day.	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, Douglas 2011) Reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009)	1,2,3,5
Additional Teaching Assistant to be allocated to EYFS/KS1 to work 1:1 and with small groups of children during the school day	"Using classroom teachers and teaching assistants to provide targeted academic support, including how to link structured 1-1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy" EEF	1,2,3,5
Language support/interventions	Speech therapy - half a day per week provided by the West Midland Speech Therapy Service. Assessment and individual plans for targeted pupils. Training for teaching assistants for follow up language support in class.	1,2,3,5
Small group teaching support	Intervention teacher working in Y6 to support Mathematics and Reading Small group "catch up" teaching in phonics and reading (R, Y1, Y2, Y3) TA support for SEND pupils in Y5 & Y6 – three mornings per week - English and Mathematics	1,2,3,4,5.

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

Budgeted cost: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentors support pupils who are lacking in self-esteem or in need of emotional support.	EEF “Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning”	1,2,3,4,5.
Attendance Officer continues to support identified pupils to improve attendance. Meetings with all PP families who had attendance below 95% last academic year to create a strategy together to improve attendance.	NCCP national data analysis found that chronic absence (attendance below 90%) in primary school is associated with lower academic performance for all children regardless of gender, ethnicity or socioeconomic status).	4
Free access to extra-curricular clubs to support with physical, mental and emotional well-being of PP pupils.	Public Health England reports that a “positive association exists between academic attainment and physical activity levels of pupils.	1,2,3,4,5.
Support with the cost of off-site residential visits to ensure all PP pupils can access these experiences.	All PP pupils attend residential visits due to the cost being covered in full. Participation in school residential visits has a positive impact on the emotional health and well-being of the pupils involved.	1,2,3,4,5.

Total budgeted cost: £82,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

- Our internal assessments for the end of the year 2020/21 indicate that the performance of disadvantaged pupils at the end of KS2 was similar to that in previous years in key areas of the curriculum.
- Although Covid-19 lockdown had a notable impact on younger pupils who thrive on face to face teaching, older pupils were able to re-adjust more easily following the re-opening of school to all pupils in March 2021.
- During the months of lockdown, daily work schedules supported by appropriate online links were published for all year groups, tasks being supported by the use of Read Write Inc links, Oxford Owl, Education City, My Maths and Oak National Academy in particular. We were also able to access online versions of Target Your Maths, a high quality published textbook used in our school which provides differentiated activities at three levels of ability.
- On returning to school, pupils were able to access individual and group intervention in all year groups. These additional measures of support have had a significant impact on pupils' ability to aim for expected standards of achievement by the end of the academic year.
- Progress rates were good in all core subjects.
- Speech & Language therapist worked with identified pupils in Autumn and Summer Terms.
- Additional TA support was allocated across the school according to class need - this had a very positive impact on the attainment and progress of pupils.
- Intervention groups were identified in all classes.
- Learning mentors have continued to work with vulnerable pupils.
- TA qualified as a Mental Health First Aider in the Summer Term 2021 to support the mental well-being we offer in school.
- Following the return in Spring 2021, all pupils were re-assessed and appropriate interventions were put in place.
- There has been a particular focus on reading and language throughout the school.
- Attendance outside of lockdown periods was very good in most classes. The attendance officer visited school fortnightly and she worked very closely with those families where attendance was concerning.

Externally provided programmes

Programme	Provider
Phonics	Read, Write, Inc
Times Tables Rockstars	TT Rockstars
Online learning	Oak Academy/ Education City
Reading	Oxford Owl
Mathematics	My Maths