

Pupil Premium Strategy Statement – 2022- 23

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 of Canterbury RC Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22; 2022-23; 2023-24
Date this statement was originally published	31 st December 2022
Date on which it has been reviewed	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs. Sinead Colbeck, Headteacher
Pupil premium lead	Mrs. Catherine Haworth, AHT
Governor / Trustee lead	Mr. John Haworth/Mrs. Lindsay Bleazard

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	

Part A: Pupil Premium Strategy Plan

Statement of intent:

St Augustine RC Primary School is much more than a school; it is a family and a community. Our school provides a caring, happy and friendly education setting in which children are encouraged to reach their full potential and thrive within a nurturing Catholic environment. We strive to foster a climate of learning, encouraging children to become independent, resilient and enthusiastic individuals.

We aim to close the gap between disadvantaged pupils and other pupils in the school. This will be achieved by ensuring all pupils receive high quality teaching and are provided with the most effective targeted support to achieve well in all subjects. As a Catholic school, our mission is to meet the needs of the most disadvantaged members of our community, academically, socially and emotionally.

St Augustine's proportion of disadvantaged pupils across the school is higher than average with an increasing number of pupils requiring intervention from external services including Children Social Care, Children and Family Wellbeing and Mental Health and Wellbeing services. This strategy aims to provide support for all vulnerable children regardless of whether they are statistically disadvantaged.

Historically attendance has been low, but with a range of measures over several years this has improved considerably. Persistent absence remains an issue for some of our disadvantaged pupils and this impacts on their progress and development. The disruption to education since March 2020 has had an impact on attendance for some disadvantaged pupils and this remains a high area of focus for all staff.

The school pupil premium strategy works towards achieved these objectives by following 3 areas as recommended by EEF:

- Quality First teaching for all pupils
- Effective targeted support
- Wider strategies including pastoral support and access to wider opportunities

In order to effectively create and implement the Pupil Premium Strategy we have used EEF tools and research reports. Funding will also be used to continue to boost the skills of teaching staff and teaching assistants within school. High quality teaching is the most important tool we have in school to improve outcomes for disadvantaged pupils as well as using Pupil Premium and Recovery Premium to improve and benefit all students, raising expectations and aspirations for all 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

Challenges:

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

Challenge number	Detail of challenge
1	Barriers to learning for some disadvantaged pupils are due to home and/or family circumstances. These difficulties include ensuring families engage with school and accept help offered from either within school or from a multi-agency approach. The number of pupils requiring support from other agencies including CSC and CFWS has increased in the last 12 months as a result of the challenges experienced due to the pandemic.
2	Speech, language and communication skills are less developed by disadvantaged pupils. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This has been further exacerbated by the disruption to education, particularly for those children not identified as vulnerable and therefore not able to access in school places during both lockdowns.
3	Whilst the reading attainment has improved at the end of KS2 over the last 4 years, with the gap narrowing between DP and NDP pupils, the pandemic and disruption to learning has had an impact on the progress and engagement with reading whilst not in school for disadvantaged learners. Many of the disadvantaged pupils offered device support during both lockdowns either declined the device or did not use it to access remote learning using Accelerated Reader or MyOn, thus widening the gap between them and their peers who did engage with remote learning.
4	Progress in maths has continued to improve over recent years but for disadvantaged pupils, this has not been as significant or consistent as non-disadvantaged pupils. Pupil confidence and engagement with strategies remains low and there are gaps in learning for DP due to missed opportunities in remote learning during the COVID-19 pandemic. A higher proportion of DP are not at ARE compared to NDP. Many of the disadvantaged pupils offered device support during both lockdowns either declined the device or did not use it to access remote learning thus widening the gap between them and their peers who did engage with remote learning.
5	Some disadvantaged pupils do not attend school as often as they could. Whilst the gap for attendance and punctuality between disadvantaged pupils and non-disadvantaged pupils has narrowed over recent years, there are still a number of disadvantaged pupils whose attendance causes concern with the number persistently absent increasing in the last 12 months.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals for support have markedly increased following the pandemic. 35% pupils (70% of whom are disadvantaged) currently require additional support with social and emotional needs, with many receiving small group interventions.
7	A small number of disadvantaged pupils are from EAL backgrounds and thus are less developed with their knowledge and understanding. Speech and language has become more of a barrier for these children due to a lack of high quality and scaffolded language opportunities during the pandemic.

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 family engagement of disadvantaged pupils with access to wider opportunities which builds relationships between family and school.	<ul style="list-style-type: none"> ✓ Parental feedback indicates that they feel supported in their role as the primary educator ✓ Increased opportunities for informal family support to engage 'hard to reach' families in strategies to address barriers
Speech and language assessments indicate the gap is closing between DP and non-DP pupils, particularly in EYFS and KSI (early language focus)	<ul style="list-style-type: none"> ✓ 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. ✓ Engagement with Wellcomm speech and language programmes indicates the gap between DP and NDP is closing or no longer significant
Improved reading attainment in disadvantaged pupils across school; gap closing at the end of KS2.	<ul style="list-style-type: none"> ✓ KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved pupil confidence in Maths mastery which results in improved attainment at the end of each year and a higher proportion of DP at ARE.	<ul style="list-style-type: none"> ✓ KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Achieve and sustain improved attendance of all pupils, in particular disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ✓ the overall attendance for all pupils being more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced or sustained if insignificant ✓ the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils not significantly different or better
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ✓ qualitative data from student voice, student and parent surveys and teacher observations ✓ a significant reduction in behaviour incidents ✓ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attainment, progress and engagement of EAL pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> ✓ Attainment of disadvantaged EAL pupils is in line or greater than that of non-DP EAL.

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: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of dedicated Pupil and Family Support Staff to engage families, support pupils in improving wellbeing and early intervention for mental health and barriers to learning.</p>	<p>EEF Social and Emotional Learning 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) Positive Regard guidance and training (HW) ELSA training and resources ATSSA training and development (Gold award)</p>	<p>1, 5 and 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4 and 7</p>
<p>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.</p>	<p>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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF NELI engagement and participation including training</p>	<p>2 and 7</p>
<p>Develop whole class guided reading across KS2 to improve comprehension skills. Fund release time of Literacy lead to support staff in planning high quality whole class guided reading with focus on disadvantaged pupils.</p>	<p>EEF research on literacy skills development and whole class guided reading training completed by AM.</p>	<p>2, 3 and 7</p>

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

Budgeted cost: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 and 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Purchase of a new Phonics Scheme, through ELS, to ensure consistency in the delivery of phonics across EYFS and KS1.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	3
Engaging with the School Tutoring Programme to provide a blend of 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3 and 4
Embed assessment system with strategic pupil progress monitoring to ensure that progress, engagement and attitude are regularly monitored for DP. Clear identification of DP pupils, with strategies for closing gaps	Assessment strategies developed to clearly identify progress in relation to ARE with risk assessment at half termly points for disadvantaged pupils. Use of EEF Research 'Best use of Teaching Assistants' for targeted intervention. Groups within DP pupils clearly identified and monitored – EAL, gender, summer born.	1, 2, 3, 4, 7

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1 and 5
<p>Develop a clear system of pastoral support including early intervention, specific support for children with identified mental health difficulties including anxiety, dysregulation and regression. Support for families to address unmet needs at home.</p>	<p>Education Mental Health Practitioner to support PFS staff to engage pupils. Mental Health Lead training for Pupil and Family support team. ATSSA research including Bruce Perry, Karen Treisman and Beacon House resources and training.</p>	1 and 6
<p>Whole school training and identified bespoke training on Positive Regard approach (trauma informed and relational practice) which is underpinned by Catholic ethos of the school.</p>	<p>Positive Regard training by HW and linked to evidence and research. EEF Social and Emotional Learning strategies PSHE Association Programme of Study and associated research used to deliver whole school support</p>	1, 5 and 6
<p>Develop systems of support to develop and improve safeguarding practice, including use of Safeguarding Leads networks with links to LA Practice Managers and wider systems of support. Parent groups to be planned and developed to engage and empower parents in their roles as primary educator.</p>	<p>NSPCC Safeguarding research and resources Schools Safeguarding MHST / Burnley Inclusion Voice</p>	1, 5, 6 and 7
<p>Develop a system of intervention for pastoral and wellbeing needs with clear identification of pupils, barriers to learning, challenges outside of school and early help need.</p>	<p>Reach2Teach assessment, using information from research into meeting needs of disadvantaged pupils (CLA, Previously CLA, CSC pupils)</p>	1 and 6

Total budgeted cost: £62,000

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 2021 to 2022 academic year.

Aim	Outcome
Increase the % of PP children making at least expected progress in Reading, Writing and Maths from Y1-Y6.	Whilst the data indicates there is a gap in progress for all pupils, this is not significantly different for DP and non-DP; progress of pupils, some of whom are DP, who did not engage well with remote learning during the COVID 19 pandemic has been more significantly impacted.
Improve the number of PP parents engaging with school e.g. Accessing the family support team who will signpost parents to services both internal and externally.	Certain programmes (eg food and sports) have been successful ways in which to PFSL have an open door policy and supportive conversations, breaking down barriers. Multi agency meetings, eg, PAST, GRT service.
All PP who have identified SEND are supported and given every opportunity to make the progress they are capable of.	SEND pupils achieve well in comparison to their starting points. Pupils are supported by class teachers, support staff and the SENCO. The school also buys into Applied Psychologies which has improved early intervention for SEND pupils. The SENCO and Pupil and Family Support team liaise closely to ensure all PP pupils with SEND are involved in extra support and extra curricular activities.
PP children supported by designated TA to support emotional wellbeing and in turn promote a readiness for learning.	Following COVID restrictions, TAs were designated to support our PP and most vulnerable pupils with their emotional wellbeing on their return to school. In this academic year, Pupil and Family Support Leads have timetabled sessions with PP children to ensure they are ready for learning.
Early intervention, behavioural support, links to specialist teachers and outside agencies	Clear early intervention and support for pupils was provided which enabled them to access learning opportunities; including SpLT, EP, and some CFWS provision. School now also works with an EMHP to support vulnerable pupils.
All PP children will be supported to have the uniform and equipment necessary for full school involvement.	A 'uniform swap' is promoted in school which all families can access; this is actively promoted through the SENCO/PFSLs in school with families who may be struggling.
Improve the number of PP parents engaging with school. Signpost parents to other services offered by the school.	As we are no longer under COVID restrictions, parents have been gradually invited back into school, informally through coffee mornings and more formally through after school clubs, meetings in school.

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
Accelerated Reader	Renaissance Learning
Picture News	Picture News
Ten:Ten Life to the Full (RSE)	Ten:Ten

Wellcomm Speech and Language programme	Wellcomm
Creative Education (CPD)	Creative Education
National College (CPD)	National College
White Rose Maths	White Rose Maths
Times Table Rock Stars	Maths Circle Ltd
IDL	IDL Solutions
Tapestry	Tapestry Journal
Charanga	Charanga Musical School

Further Information:

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train two senior mental health leads](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected as well as evaluating the impact the pandemic had on all pupils, particularly disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Funding information

Whilst we have received funding for 40 pupils for PPG, our number eligible is 51 but due to the allocation being based on October 2020 Census information, this has not taken into account some of the children who later became eligible. Support will be available for these pupils as well.