

# Pupil premium strategy statement for St. Augustine's Catholic Primary School

## 2023-2024

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. Augustine's Catholic Primary School
Number of pupils in school	190 +21 pupils in Nursery
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 2024-25 2025-26
Date this statement was published	Autumn term 2023
Date on which it will be reviewed	Autumn term 2024
Statement authorised by	Mary Collins
Pupil premium lead	Denise Duffus
Governor lead	Hilary Santhokhy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£39,030</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Augustine's Catholic Primary School we have high expectations and ambitions for all our wonderful children. We work collaboratively with pupils, parents, staff and governors to ensure that our children achieve academic success and enjoy the benefits of a broad, exciting and relevant curriculum. Some of our families experience financial disadvantage and we recognise the negative impact that this can have on children. The Pupil Premium fund is given to us to help address that disadvantage within our School.

Children in receipt of Pupil Premium are supported throughout their years at St. Augustine's to ensure that they acquire a firm base of learning as well as a wealth of opportunities to interest, inspire and enthuse.

In order to make the most informed decisions when spending our additional funding we use research evidence such as the EEF–Education Endowment Foundation as well as evidence from our own experience. This combination enables us to maximise the impact of the funding in the achievements, experiences and enjoyment of pupils.

The EEF identified a number of key principles in tackling the negative impact of disadvantage. They suggest a tiered plan for pupil premium spending which fits with our approach at St. Augustine's:

**High Quality Teaching** – we employ and develop high quality teachers, invest in professional development, training and support through Challenge Partners, The National College, the Diocese of Southwark, Lewisham Local Authority and ensure effective teaching in all classes is a top priority for our pupil premium spend due to its benefits for all pupils.

**Targeted academic support** – we identify individual needs of the children and implement small group or 1:1 intervention with teachers, specialist professionals such as speech and language therapists, higher level teaching assistants or teaching assistants. This is an effective way to support learning, build confidence and close gaps.

**Wider strategies** – we provide an equality of opportunity for all through the wide range of extra-curricular trips, visitors and experiences we offer. This helps to develop children's cultural capital, their knowledge and understanding of the wider world, and often impacts positively on the social, emotional and behavioural progress of pupils.

Our approach to disadvantaged children within our School is responsive to whole school challenges as well as the needs of individual pupils. The approaches we have adopted complement each other to help pupils excel. In order to ensure the effectiveness of our plan we:

- Provide high quality teaching and teaching support. Disadvantaged children and non-disadvantaged children are challenged and supported in their academic achievements. This ensures high aspirations and expectations from both staff and pupils themselves.
- Implement high quality interventions by skilled and well trained staff enable any underachievement to be addressed through small group or individualised learning sessions.
- Offer a curriculum which is enjoyable, exciting and relevant to our pupils. Our curriculum is enhanced by a wealth of visitors and trips widening children's experiences and heightening their interest. Role models and learning enable children to become aspirational for their future.

## Challenges

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

Challenge number	Detail of challenge
1	Increasing the vocabulary used in spoken and written work
2	Building a culture of reading for pleasure
3	Further improving writing skills
4	Further developing Maths fluency addressing gaps in learning created as a result of the pandemic
5	Mental health and well-being including self esteem
6	Broadening the experiences of pupils both in and out of school

## 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
Children use an increased vocabulary	Children are able to express themselves more clearly and use a widened vocabulary to enhance spoken and written work
Children to see reading as a pleasurable activity	Children reading a wider range of books and choosing to read due to seeing it as an enjoyable activity
Writing outcomes for PP children are improved	PP children make good or better progress in writing and an increased proportion achieve greater depth by the end of KS2
Maths fluency across the School improves for PP children	Improved speed for maths work across the School and improved outcomes for PP children at the end of KS2
Children to be happier, have higher self esteem, enjoy their learning and express their emotions appropriately	Staff employ strategies to help children such as Zones of Regulation. Child and parent termly questionnaires tell of happy, confident children, visitors comment on children who are settled and enjoying school life
A broad and exciting curriculum delivery introducing children to the possibilities of life in and beyond St. Augustine's	Children are enthused, aspirational and interested in the wider world

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Membership of Challenge Partners – high quality CPD	Eight previous years of membership EEF Teaching and Learning Toolkit	1,2,3,4,5,6
Membership of The National College – access to a wealth of CPD opportunities	EEF Teaching and Learning Toolkit	1,2,3,4,5,6
Maths Mastery Programme	Previous experience within our school	4,5,6
Additional resources to support the teaching of phonics	EEF Teaching and Learning Toolkit	1,2,3,5
Speech and Language support	EEF Teaching and Learning Toolkit	1,2,3,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA training for targeted interventions	EEF Teaching and Learning Toolkit	1,2,3,4,5,6
Targeted interventions run by teaching assistants	EEF Teaching and Learning Toolkit	1,2,3,4,5,6
Speech and Language groups in EYFS and KS1	EEF Teaching and Learning Toolkit	1,2,3,5
Tutoring for individuals and groups	EEF Teaching and Learning Toolkit	1,2,3,4,5
Resources		1,2,3,4,5,6

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

Budgeted cost: £9030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular clubs	Experience of the School. EEF - physical activity, outdoor learning, arts interventions, extending school time	5,6
Class trips	Experience of the School. EEF - physical activity, outdoor adventure learning	5,6
Visitors to the school	Experience of the School. EEF – aspiration interventions, peer tutoring, social and emotional learning	5,6

**Total budgeted cost: £39,030**

## 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 2022 to 2023 academic year.

**Outcome 1:** In the phonics check 100% of pupil premium children passed as opposed to 91% of non pupil premium children. At Key Stage 1, 75% of pupil premium children achieved the expected standard in reading, writing and maths. At Key Stage 2 83% of pupil premium children achieved expected standard in reading and writing and 67% in maths. Our children are therefore ready for the next stage in their academic journey.

**Outcome 2:** Children in receipt of pupil premium do not pay for their class trips, the funding covers this. This ensures children receive a broad and exciting curriculum with a wealth of experiences to enhance learning.

**Outcome 3:** All pupil premium children are offered one after school club funded by the premium. This helps our children develop new talents and hobbies.

**Outcome 4:** Attendance for Pupil Premium children was 97% for the academic year 20-21 showing children with a desire to come to school and parents who are secure in the knowledge that their children are cared for when at school.

### Externally Provided Programmes

Programme	Provider
Reading and Writing	All Aboard Power of Reading
Maths	White Rose Maths
Assessment	Target Tracker