

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 (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	195
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026 Reviewed annually
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
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	£140,895
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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
- For all disadvantaged children to leave our school achieving ARE in reading, writing and mathematics as a minimum expectation
- To support the health and wellbeing of all disadvantaged pupils to enable them to access learning at an appropriate level
- For all disadvantaged pupils to reach their full potential and leave our school as well-rounded, independent and confident young people

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 behavioral 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
5	Increased attainment gap in relation to their peers due to disruption to learning as a result of COVID lockdowns

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: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non class based Deputy Head to allow her to oversee all interventions in place and to ensure that all teaching throughout the school is good or better.</p> <p>Two days of DH wage for the year.</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>	1, 2, 3,5
<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>	1,2,3,5
<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>	1,2,3,5

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

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc Phonic programme across EYFS and KS1	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	1, 2,3,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	1,2,3,5
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
WELLCOMM to be used across all of EYFS	EEF: “there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity”.	

	WellComm is a complete speech and language toolkit that operates in partnership with parents. It provides a means of tracking the progress of all children, regardless of ability. It provides the opportunity to identify areas of concern in language, communication and interaction development.	
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 - assessment and individual plans for targeted pupils. Training for teaching assistants for follow up language support in class.	1,2,3,5
Targeted interventions for all pupils who need additional support to reach ARE or other significant milestones.	Intervention teacher working in Y6 to support Maths and Reading – 2 days weekly Intervention teacher working in Y4/Y5 to support Maths and Reading – 2 days weekly Small group "catch up " teaching in phonics and reading (R,Y1,Y2, Y3) TA support for SEND pupils throughout the school	1,2,3,4,5.

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

Budgeted cost: **£23,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentors support pupils who are lacking in self-esteem or in need of emotional support</p> <p>Two Learning Mentors -one full time and one part time - therefore a LM is available in school every day</p>	<p>EEF</p> <p>“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”</p> <p>Public Health England – “Effective social and emotional competencies are associated with greater health and well-being and better achievement”</p>	1,2,3,4,5.
<p>Attendance Officer continues to support identified pupils to improve attendance.</p> <p>Meetings with all PP families who had attendance below 95% last academic year to create a strategy together to improve attendance.</p>	<p>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)</p> <p>School data shows that overall school attendance for the year 2024/2025 was 93%.</p> <p>In parent meeting a variety of reasons for absence are given including organisation at home, illness, family issues. The offer of a Bagel breakfast and support with bus passes has supported a number of families.</p>	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.
Inspirational visitors into school and a schedule of educational visits to inspire children to want to learn more. This will help children to know more and remember more.	The EEF research identifies wider benefits such as more positive attitudes to learning and increased well-being.	1,2,3, 4,5.
Vocational work with children to raise their aspirations. Role models to be invited into school to work with the children to encourage them to aim high with their future career goals.	High quality careers information can support students to raise their aspirations for the future and smooth the transition to further learning.	3,4,5

Total budgeted cost: £143,000

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 2023 to 2024 academic year.

<u>Targets from 2024/2025 Pupil Premium Report</u>		
Intended outcome	Success criteria	Outcome
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.	Internal observations and reports indicate an improvement in the oral language of pupils overall.
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	70% expected and 37% greater depth
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	80% expected and 10% greater depth
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	80% expected and 33% greater depth
Phonics	Achieve above national average expected standard in phonics screening check	83% Year 1 pass rate
EYFS	70% of pupils to achieve GLD in EYFS to be in line with national average	71% achieved GLD
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	Attendance was 93% overall.

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