

St Augustine's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary School |
| Number of pupils in school | 203 |
| Proportion (%) of pupil premium eligible pupils | 29 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | October 2021 (Year 1) |
| Date on which it will be reviewed | October 2022 (Year 2) October 2023 (Year 3) |
| Statement authorised by | Mrs Emma Berry |
| Pupil premium lead | Mrs Katie Bladon |
| Governor / Trustee lead | Mr Laurie Whyte |

Funding overview

| Detail | Amount |
|---|---------------------------|
| Pupil premium funding allocation this academic year | £50,274 |
| Recovery premium funding allocation this academic year | Recovery funding = £4,785 |
| 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 | £59,059 |

Part A: Pupil premium strategy plan

Statement of Intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

As a school, we ensure:

- That teaching and learning opportunities meet the needs of all the pupils
- That appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Local demographics:

St. Augustine's lies in the borough of Weymouth and Portland. Weymouth and Portland has been ranked among the 10% most deprived areas to live in the country. It is ranked 197th most deprived nationally. 40% of children in Weymouth and Portland live in poverty. As we fall into category 6 in terms of deprivation, we are eligible for DfE funding for ICT/Computing.

Neighbouring Schools:

We are within a mile radius of 3 local primary schools- Beechcroft St. Paul's (Requires Improvement), Conifers (Requires Improvement) and Holy Trinity (Good). Our feeder Secondary Schools are Budmouth College (Inadequate), All Saints (Inadequate) and Wey Valley (Inadequate), all of whom have fairly recently academised.

Our main aims:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Provision:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Providing extra tuition for able children who receive the pupil premium, for example in preparation for Year 6 SATs.
- Providing music lessons for children whose families would be unable to pay for them.
- Support with the payment of educational trips and visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Investing in and providing PP children with chrome books to access online learning.
- Employed a Pastoral Higher Level Teaching Assistant and trained two members of staff as Emotional Literacy Support Assistants. This is to support children who need work on their social skills and mental health.
- Providing school uniform vouchers.
- Providing younger children with a free bottle of milk each day.
- Provision Maps written for children, these include long-term outcomes to achieve over the year and short term targets.

- Transition from primary to secondary and transition internally and into EYFS.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Augustine's values and thus enhance learning.
- Early Birds Breakfast Club - to support attendance, learning and well-being.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Outcomes for PP in Reading, Writing and Maths |
| 2 | Poor Language and Communication skills on entry to Reception |
| 3 | Attendance and Punctuality issues. |
| 4 | Parental Engagement and parenting skills |
| 5 | Children having high aspirations for themselves |

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 outcomes for PP children across the curriculum and PP children's attainment will be in line with the non-PP peers. | PP children will have made above expected progress and attainment is in line with non-PP peers. |
| To ensure that PP children experience and understand a wealth of vocabulary to support their reading and writing. | PP children's understanding of language improves and this is highlighted in their use of vocabulary in all subjects. |
| To ensure that children who enter Early Years are quickly assessed and supported through SaLT intervention. | Children are identified early in Reception and intervention delivered ensuring they make above expected progress in their speech thus supporting their early reading and writing. |
| To improve the attendance of our PP children and to ensure our persistent absentee (PA) % remains below national. | PP children's attendance is improved and above the expected 95% thus impacting on their attainment. |
| To improve the engagement of parents and improving parenting skills across the school. | PP parents engage with their children's learning both in school and out of school supporting their own and their child's future aspirations |
| To improve the cultural capital of all disadvantaged learners through the wider curriculum. | PP children have a wide range of opportunities provided through a carefully planned curriculum to support their aspirations and opportunities in life. They can articulate their aspirations and understand the need for learning to achieve this. |

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

Budgeted cost: £ £20,818

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Staff Meeting - Develop fluency and independence using PoT and metacognitive strategies to support their learning throughout the curriculum to support PP children's learning.</p> | <p>EEF - Guidance Report - Effective Professional Development recommendations EEF - Guidance Report - Metacognition and Self-regulated Learning EEF - Teaching and Learning Tool Kit - Metacognition and self-regulation. Very high impact for very low cost based on extensive evidence EEF - Teaching and Learning Tool Kit - Mastery learning. High impact for very low cost based on limited evidence</p> | <p>1</p> |
| <p>Teaching and learning Staff coaching and mentoring programme- Foci in adaptive and inclusive practise, questioning, quality of instruction in all lessons</p> | <p>EEF - Teaching and Learning Tool Kit - Metacognition and self-regulation. Very high impact for very low cost based on extensive evidence. Peer to Peer coaching models have good scholarly evidence to improve teaching and learning.</p> | <p>1,2,3, 4</p> |
| <p>Embedding strategies from the Oracy Project within activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> | <p>EEF - Oral language interventions Inexpensive to implement with high impacts on reading:</p> | <p>1,2,3, 4</p> |
| <p>Reading Lead - Buy and embed use of Accelerated Reader across KS2 to increase reading for pleasure for PP children and clear assessment for PP lead. PP children all receive 1:1 reads daily.</p> | <p>EEF - Guidance Report - Effective Professional Development recommendations EEF - Guidance Report - Improving Literacy in Key Stage 2 EEF - Teaching and Learning Tool Kit - Reading comprehension strategies. Very high impact for very low cost based on extensive evidence</p> | <p>1</p> |
| <p>Read, Write INC support and monitoring resources from expert lead.</p> | <p>EEF - phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> | <p>1, 2, 3, 4</p> |
| <p>English Lead and Class teachers - to use No More Marking to identify children who need further support. PP children receive writing conferencing.</p> | <p>EEF - Guidance Report - Effective Professional Development recommendations EEF - Guidance Report - Preparing for Literacy EEF - Guidance Report - Improving Literacy in Key Stage 1 EEF - Guidance Report - Improving Literacy in Key Stage 2</p> | <p>1</p> |

| | | |
|--|---|---------|
| Purchase of standardised NFER assessments. Training for staff to ensure assessments are interpreted and administered correctly. | EEF - Assessing and Monitoring Pupil Progress Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction | 1,2,3,4 |
|--|---|---------|

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

Budgeted cost: £ £15,791

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Class teachers continue to identify gaps in learning and R, W and M are supported through targeted support both in class and through measureable interventions, in some cases TA, teacher or external tutor. | EEF - Guidance Report - Preparing for Literacy EEF - Guidance Report - Improving Literacy in Key Stage 1 EEF - Guidance Report - Improving Literacy in Key Stage 2 | 1 |
| Inclusion Manager - Teachers to write provision maps for all PP children and specify the support that will enable children to make above expected progress across the curriculum. | EEF - Guidance Report - Teacher Feedback to Improve Pupil Learning | 1 |
| ELSA work to continue 1:1 / group to support with SEMH needs. | EEF - Teaching and Learning Tool Kit - Social and emotional learning. Moderate impact | 4/5 |
| Maths tutoring provided for Y6 children identified as ARE making progress towards GDS and WTS making progress to ARE in Y6. English Tutoring for PP children | EEF - Teaching and Learning Tool Kit - One to one tuition. High impact for moderate cost based on moderate evidence NCETM - Ready to progress criteria https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/ | 1 |

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

Budgeted cost: £18,450

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Continue to develop the relationship between school and PP parents. By offering priority bookings for parent's meetings, Sept sessions to meet the new teacher. | EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Parental engagement. Moderate impact for very low cost based on extensive evidence | 4 |

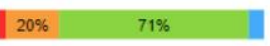

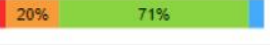
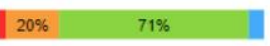

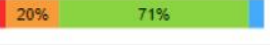
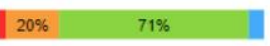

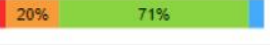
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|---|--|-----|
| Early birds Breakfast Club established to support PP children. Promote attendance, 1:1 targets based on ISP, 1:1 reads, social skills. | EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Social and emotional learning. Moderate impact | 4/5 |
| Two ELSAs and a pastoral HLTA to support children with their SEMH needs and with attendance. Through 1:1 ELSA sessions and Forest School. Tracking of impact used through the Pupil Voice documents and the pre/post teacher assessments. | EEF - Teaching and Learning Tool Kit - Social and emotional learning. Moderate impact for very low cost based on very limited evidence | 3/4 |
| Pastoral HLTA to make contact daily with PP children who are not at school to support with any attendance issues. | EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Parental engagement. Moderate impact for very low cost based on extensive evidence EEF - Teaching and Learning Tool Kit - Social and emotional learning. Moderate impact for very low cost based on very limited evidence | 3/4 |
| PP Lead- to monitor attendance and follow the Dorset attendance policy. | EEF - Working with Parents to Support Children's Learning | 3/4 |
| Support Families with cost of trips, milk, clubs, uniform and music lessons | EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Parental engagement. Moderate impact for very low cost based on extensive evidence | 3/4 |
| Audit for vulnerable families, to understand support and workshops desired. Source outside agency support. Letter to be sent to PP parents informing them of the FPZ support from Charlotte Kinghorn and her drop in sessions/ also other professional support workshops | EEF - Working with Parents to Support Children's Learning EEF - Teaching and Learning Tool Kit - Parental engagement. Moderate impact for very low cost based on extensive evidence EEF - Teaching and Learning Tool Kit - Social and emotional learning. Moderate impact for very low cost based on very limited evidence | 4 |
| Maintain and develop the wider curriculum in order to prepare pupils for the rich and diverse opportunities that life offers by offering experiences that build cultural capital, broaden horizons and show them that anything is possible. School clubs that cater to pupils' interests/talents School clubs that broaden horizons in subjects | EEF - Teaching and Learning Tool Kit - Aspiration interventions. Unclear impact for very low cost based on insufficient evidence. | 5 |

Total budgeted cost: £59,059

Review of outcomes in the previous academic year 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

| Review 2021-22 | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------------|---|-----------|--|--|--|----------|--|--|--|---------------------------|-----------------------|---------|-----------------|-----|---|---------|-----------------|-----|---|-------|-----------------|-----|---|
| <p>To improve outcomes for PP children across the curriculum and PP children's attainment will be in line with the non-PP peers.</p> | <p>Attainment 2021-22</p> <p><u>Pupil Premium</u></p> <table border="1" data-bbox="614 660 1433 996"> <thead> <tr> <th colspan="2"></th> <th colspan="2">2021-2022</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">Summer 2</th> </tr> <tr> <th colspan="2"></th> <th>% of pupils ARE or higher</th> <th>Attainment Band Chart</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Main Assessment</td> <td>77%</td> <td></td> </tr> <tr> <td>Writing</td> <td>Main Assessment</td> <td>60%</td> <td></td> </tr> <tr> <td>Maths</td> <td>Main Assessment</td> <td>77%</td> <td></td> </tr> </tbody> </table> | | | 2021-2022 | | | | Summer 2 | | | | % of pupils ARE or higher | Attainment Band Chart | Reading | Main Assessment | 77% |  | Writing | Main Assessment | 60% |  | Maths | Main Assessment | 77% |  |
| | | 2021-2022 | | | | | | | | | | | | | | | | | | | | | | | |
| | | Summer 2 | | | | | | | | | | | | | | | | | | | | | | | |
| | | % of pupils ARE or higher | Attainment Band Chart | | | | | | | | | | | | | | | | | | | | | | |
| Reading | Main Assessment | 77% |  | | | | | | | | | | | | | | | | | | | | | | |
| Writing | Main Assessment | 60% |  | | | | | | | | | | | | | | | | | | | | | | |
| Maths | Main Assessment | 77% |  | | | | | | | | | | | | | | | | | | | | | | |
| <p>To ensure that PP children experience and understand a wealth of vocabulary to support their reading and writing.</p> | <p><i>WOW Words boards promoted in all classes, with KS2 vocabulary books supporting children's writing and use of ambitious vocabulary.</i></p> <p><i>1:1 Reading sessions with TAs</i></p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To ensure that children who enter Early Years are quickly assessed and supported through SaLT intervention.</p> | <p><i>Children assessed using NELUI and intervention in place by class teacher.</i></p> <p><i>3 SaLT referrals made in EYFS.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To improve the attendance of our PP children and to ensure our persistent absentee (PA) % remains below national.</p> | <p><i>Attendance has been closely monitored and Dorset Attendance Policy followed.</i></p> <p><i>Attendance meetings have taken place to identify children who are of concern. Letters have been sent and conversations with PP Lead.</i></p> <p><i>2019/20 overall PP attendance: 87.3%</i></p> <p><i>2019/20 overall non-PP attendance: 91.2%</i></p> <p><i>2020/21 overall PP attendance: 91.7%</i></p> <p><i>2020/21 overall non- PP attendance: 97%</i></p> <p><i>2021/22 overall PP attendance: 91.2%</i></p> <p><i>2021/22 overall non- PP attendance: 97.5%</i></p> <p><i>Attendance data shows that the overall PP attendance is remaining around 91% for PP children and is not yet in line with non-PP children.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|---|
| | <i>This is an area that has been included within the SIP. Early Birds Breakfast Club provided in Autumn 2022.</i> |
| To improve the engagement of parents and improving parenting skills across the school. | <p><i>Pastoral HLTA working closely with PP families and Early Help teams through TAF, 1:1 meetings and observations.</i></p> <p><i>All families have been provided with uniform vouchers alongside the additional voucher scheme for supermarkets.</i></p> <p>Parent Voice:</p> <ul style="list-style-type: none"> <i>"I think that the staff from the head teacher down to the office staff and cleaners have been the unsung heroes throughout the entire pandemic... the support and advice that's been on offer is huge and I cannot be more grateful."</i> <i>"Regular phone calls and pastoral support."</i> <i>"They have been in contact regularly to see if we need anything else, Child A has had additional 1:1 sessions since being back in school."</i> |
| To improve the cultural capital of all disadvantaged learners through the wider curriculum. | <p><i>The subject leaders have explored a variety of aspirational visitors and visits that children can attend/meet.</i></p> <p><i>Texts have been purchased to enhance the topic area and develop their vocabulary and understanding in foundation subjects.</i></p> |

Externally provided programmes

| Programme | Provider |
|----------------------|---------------|
| Read Write Inc | Ruth Miskin |
| Accelerated Reader | Renaissance |
| Power Maths | Pearson |
| Therapeutic Thinking | Dorset TADSS |
| Oracy Project | Plymouth CAST |