

Pupil premium strategy statement – St Augustine’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	Dec 2023
Date on which it will be reviewed	Sep 2024
Statement authorised by	Alan Frame
Pupil premium lead	Alan Frame
Governor / Trustee lead	Laurie Whyte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,276
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,350
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,626

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.

Neighbouring Schools:

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

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

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop fluency and independence using PoT and metacognitive strategies to support their learning throughout the curriculum to support PP children's learning.</p> <p>Time to observe classes on a regular basis and provide coaching.</p>	<p>EEF - Guidance Report - Effective Professional Development recommendations</p> <p>EEF - Guidance Report - Metacognition and Self-regulated Learning</p> <p>EEF – Teaching and Learning Tool Kit – Metacognition and self-regulation. Very high impact for very low cost based on extensive evidence</p> <p>EEF – Teaching and Learning Tool Kit – Mastery learning.</p> <p>High impact for very low cost based on limited evidence.</p>	1
<p>Use of the Oracy Skills Framework to develop the four strands of oracy.</p> <p>Embedding dialogic activities across the school curriculum.</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 and writing.</p> <p>Whilst research shows a focus on oracy will improve all children's attainment, it will particularly support that of Pupil Premium children.</p> <p>Oral language interventions Toolkit Strand Education Endowment Fund</p>	2
<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</p> <p>EEF - Guidance Report - Improving Literacy in Key Stage 2</p> <p>EEF – Teaching and Learning Tool Kit – Reading comprehension strategies. Very high</p>	1, 2

	impact for very low cost based on extensive evidence	
Read, Write INC support and monitoring resources from expert lead.	<p>EEF - Guidance Report - Effective Professional Development recommendations</p> <p>EEF - Guidance Report - Preparing for Literacy</p> <p>EEF - Guidance Report - Improving Literacy in Key Stage 1</p> <p>EEF - Guidance Report - Improving Literacy in Key Stage 2</p>	1, 2

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

Budgeted cost: £ 12,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>EEF - Guidance Report - Preparing for Literacy</p> <p>EEF - Guidance Report - Improving Literacy in Key Stage 1</p> <p>EEF - Guidance Report - Improving Literacy in Key Stage 2</p>	<p>1</p>
<p>ELSA work to continue 1:1 / group to support with SEMH needs.</p>	<p>EEF – Teaching and Learning Tool Kit – Social and emotional learning. Moderate impact.</p>	<p>1, 3, 4</p>
<p>Maths tutoring provided for Y6 children identified as ARE making progress towards GDS and WTS making progress to ARE in Y6.</p> <p>English Tutoring for PP children.</p>	<p>EEF – Teaching and Learning Tool Kit – One to one tuition. High impact for moderate cost based on moderate evidence</p> <p>NCETM – Ready to progress criteria https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</p>	<p>1</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	3
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
EEF - Working with Parents to Support Children's Learning. 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	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: £ 54,626

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<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>The outcomes for children with PP are reasonably strong.</p> <p>Rates of children making expected progress are 90% in writing and 93% in both reading and maths. This matches non-PP progress rates.</p> <p>Attainment at the end of Y6 was at 100% for reading and maths. It was 67% for writing. Whilst positive low numbers of PP children means care should be taken drawing judgements from these figures.</p> <p>Overall Attainment for PP children across the school is roughly in line with the national average for reading (76%) and maths (69%), but for writing (52%) much lower. All are still below the attainment of Non-PP children.</p> <p>KS2 attainment is in line with Non-PP pupils for reading (93%) and maths (79%) but below in writing (57%).</p> <p>KS1 attainment is below Non-PP pupils attainment in KS1 in reading (60%), writing (47%) and maths (60%).</p> <p>38% of PP children are on the SEND register.</p>
<p>To ensure that PP children experience and understand a wealth of vocabulary to support their reading and writing.</p>	<p>Oracy training planned to be completed did not take place due to the disruption being experienced at the school. This is now planned to take place during this academic year.</p> <p>Outcomes in phonics were in line with Trust averages but below national. There was a 20% gap between PP pupils and Non-PP pupils.</p>

	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.	Referrals to SALT were made and support given.
To improve the attendance of our PP children and to ensure our persistent absentee (PA) % remains below national.	PP children's attendance (92%) is still lagging behind Non-PP attendance (95%).
To improve the engagement of parents and improving parenting skills across the school.	Some work has taken place with this. Parents have been well supported by the pastoral lead in school.
To improve the cultural capital of all disadvantaged learners through the wider curriculum.	PP children have attended a range of clubs provided by the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance
Power Maths	Pearson
Oracy Project	Plymouth CAST