

Pupil premium strategy statement – St Augustine’s, Weymouth

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	17%
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 year plan 2024/25 2025/26 2026/27
Date this statement was published	2nd December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Alan Frame, Headteacher
Pupil premium lead	Alan Frame, Headteacher
Governor / Trustee lead	Laurie Whyte, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,003
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£54,003

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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.

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.

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 free 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	Attainment gaps particularly in writing and maths.
2	Poor Language and Communication skills on entry to Reception
3	Attendance and Punctuality issues.
4	Parental Engagement and parenting skills

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
For there to be no gap in attainment for Pupil Premium children and their non Pupil Premium peers.	Pupil premium attainment will be at least in line with their peers. Progress will remain good.

To ensure that children who enter Early Years are quickly assessed and supported through SaLT intervention.	Strong EYFS outcomes. Strong Phonics test outcomes.
To improve the attendance of our Pupil Premium children and to ensure our persistent absentee (PA) % remains below national.	Pupil Premium children's attendance is improved above national average. Pupil Premium children's attendance in line with the non Pupil Premium peers.
To improve the engagement of parents and improving parenting skills across the school.	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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,003

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>	<p>1</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</p> <p>EEF - Guidance Report - Improving Literacy in Key Stage 2</p> <p>EEF – Teaching and Learning Tool Kit – Reading comprehension strategies. Very high impact for very low cost based on extensive evidence</p>	<p>1,4</p>

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

Budgeted cost: £15,000

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>	1
<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>	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early birds Breakfast Club established to support PP children. Promote attendance, 1:1 targets based on ISP, 1:1 reads, social skills.</p>	<p>EEF - Working with Parents to Support Children's Learning</p> <p>EEF – Teaching and Learning Tool Kit – Social and emotional learning. Moderate impact</p>	3
<p>Pastoral HLTA to make contact daily with PP children who are not at school to support with any attendance issues.</p>	<p>EEF - Working with Parents to Support Children's Learning</p> <p>EEF – Teaching and Learning Tool Kit – Parental engagement. Moderate impact for very low cost based on extensive evidence</p> <p>EEF – Teaching and Learning Tool Kit – Social and emotional learning. Moderate impact for very low cost based on very limited evidence</p>	3, 4
<p>PP Lead- to monitor attendance and follow the new Trust attendance policy.</p>	<p>EEF - Working with Parents to Support Children's Learning</p>	3

<p>EEF - Working with Parents to Support Children's Learning. Support Families with cost of trips, milk, clubs, uniform and music lessons</p>	<p>EEF - Working with Parents to Support Children's Learning</p> <p>EEF – Teaching and Learning Tool Kit – Parental engagement. Moderate impact for very low cost based on extensive evidence</p>	<p>4</p>
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Total budgeted cost: £54,003

Part B: Review of the previous academic year and previous plan

Outcomes for disadvantaged pupils 2023/2024

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

End of Key Stage 2 assessments

Success Criteria 1 - PP children will have made above expected progress and attainment is in line with non-PP peers.

There were two Pupil Premium Children in Y6 last year. One attained age related expectations in all subjects, the other one didn't. The one who didn't was also in receipt of an EHCP.

Progress of Pupil Premium Children was at least in line and above that of non pupils

Across the school the gap between pupil premium and non pupil premium children is less than 10% for Reading but still remains at 16% and 18% respectively for writing and maths.

22% of non pupil premium children are on the SEND register. 22% of pupil premium children are on the SEND register.

Progress

	Average	PP Children	Non-PP Children	Gap
Reading	0	+0.1	0	9%
Writing	0	0.0	-0.0	16%
Maths	0	+0.2	0	18%

Attainment

	National Average	PP Children	Non-PP Children	Gap
Reading	74%	72%	81%	9%
Writing	72%	57%	73%	16%
Maths	73%	63%	81%	18%

Although the progress element of the success criteria has been achieved it would be appropriate to carry this target forward to the next 3 year plan to close the attainment gap further.

Success Criteria 2 - PP children's understanding of language improves and this is highlighted in their use of vocabulary in all subjects.

The Oracy Project work has been revisited and oracy displays have been created in each classroom to encourage us of complete sentences. This has helped the gap close to under 10% in reading.

Success Criteria 3 - 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.

Close links have been developed with the speech and language service and referrals have happened in a timely manner. This support has enabled Pupil children to attain 75% in the Early Learning Goal as opposed to 67% for non Pupil Premium children.

Although this has been successful this should be continued to ensure that the children get a good start to their education.

Success Criteria 3 - PP children's attendance is improved and above the expected 95% thus impacting on their attainment.

PP attendance 2023/24 - 92.3%

Non PP attendance 2023/24 - 94.6%

National - 94.5%

Gap: 2.3%

The attendance of Pupil Premium Children remains below non pupil premium children and below national average. This should continue to be a focus for the school.

Success Criteria 4 - PP parents engage with their children's learning both in school and out of school supporting their own and their child's future aspirations

Excellent support to parents has been provided by staff at the school and the school's pastoral lead.

Capacity at the school has not allowed this target to be developed as much as possible. Very recently there has been a range of opportunities, however, due the recent nature of these too soon to demonstrate impact. It would be appropriate for this to continue to be a focus at the school.

Success Criteria 5 - 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.

The school has offered a range of experiences and clubs to enhance their cultural capital. The curriculum builds in planning to support children's aspirations. Children have demonstrated this over the year when pupil voice has been explored in a range of ways including questionnaires and pupils interviews internally and by a range of external organisations.

Overall whilst there have been some clear successes there are also some areas that the school should continue to aspire to achieve.

Externally provided programmes

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

Programme	Provider
Read Write Inc Individual targeting	Ruth Miskin
Accelerated Reader	Renaissance
Power Maths	Pearson