

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Claire Carey
Pupil premium lead	Mrs Claire Carlin
Governor / Trustee lead	Father Chris Yule

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 118,675.84
Recovery premium funding allocation this academic year	£ 12,180.00
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	£ 130,855.84

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding at St Augustine's it is important to consider the context of the school and the challenges faced.

Research conducted by EEF can then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children at St Augustine's can include less support at home, weak language and communication skills, lack of confidence and resilience, attendance and punctuality difficulties. In addition, there may be complex family situations which may prevent the children from flourishing.

Our ultimate objectives are to:

- *Narrow the attainment gap between disadvantaged and non-disadvantaged children.*
- *Increase the % of children attaining age related expectations in reading, writing and maths.*
- *Support our children and their families' health and well-being to enable them to access learning at an appropriate level.*

We aim to do this through:

- *Ensuring teaching and learning opportunities provide high expectations and challenge for all.*
- *Ensure all children have access to a broad and balanced curriculum.*
- *Providing high quality 1:1 feedback on a regular basis.*
- *Providing targeted interventions based on termly diagnostic assessments.*
- *Supporting our vulnerable families, ensuring they receive appropriate emotional, social and well-being support.*

Ultimately, at St Augustine's we recognise the importance of first quality teaching for all pupils regardless of background. There are some who would suggest that the solution to tackling educational underachievement is to do something different for pupils from disadvantaged backgrounds, such as lowering our expectations or adapting the curriculum offer. As supported in the 2021 Government response to Education Committee Report 'The Forgotten: how White working-class pupils have been let down and how to change it.' High quality teaching is the most important in school factor for improving pupil outcomes and this is even more important from disadvantaged backgrounds.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in core subjects – due to the COVID pandemic children’s learning was impacted. Gaps in learning and knowledge, particularly for Maths and vocabulary acquisition, have widened as a result.
2	Metacognition and Self-Regulation – Almost 40% of our disadvantaged children are on the SEND register, have been recently discharged or awaiting referrals. There are also additional children across the school who are not on the SEND register but lack confidence in their own ability.
3	External Support and Enrichment – Several of our disadvantaged children require support from other agencies, including social, emotional and well-being support. Financial support can also limit the opportunities children have to participate in wider curricular activities, such as residential and visits.
4	Home circumstance which impacts on learning – parental support, aspirations, attendance, life experiences.

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
<p>% of children reaching age related expectations in reading, writing and maths will increase.</p> <p>Teaching, marking and feedback to be consistently good or better across the school, ensuring feedback provides both support and challenge for all.</p>	<p>Teachers will identify gaps in learning and provide targeted support.</p> <p>End of year outcomes will show an increase in the children attaining age related expectations in reading, writing and maths.</p> <p>Case studies will measure and show progress for a selection of children working below year group expectations.</p>
<p>Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND. Staff have high expectations of all and ensure that all children have access to the whole of the curriculum offer.</p> <p>Teaching, marking and feedback to be consistently good or better across the</p>	<p>Children have time to reflect on their learning across subjects and are able to lead changes and improvements to their work.</p> <p>Support is offered where appropriate to support pupil premium children with additional needs to ensure they can still access a broad and balanced curriculum.</p>

school, ensuring feedback provides both support and challenge for all.	
Children to be exposed to cultural experiences and knowledge through a well-planned curriculum enhanced by educational visits and extra-curricular activities.	All children can access extra-curricular activities and educational visits. Children display the knowledge and cultural capital in line with their peers.
Children and their families receive emotional, social and well-being support from learning mentor and appropriate external agencies, including early help. School is welcoming and events are planned to encourage parents to engage with the school and staff. Opportunities for parents to receive support from school about services which may support with routines at home. School provides support with purchasing of uniform and provides access to breakfast club.	Increased attendance for pupil premium children ensuring it is inline or above national average. Parents attend and are engaged in communication with school. All children have access to clean and suitable uniform. Parents attend events which support with their child's academic progress.

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: £ 28,092.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time from class to cover 1:1 Feedback Learning conversations between teacher and pupil (£12,313.98)	EEF toolkit suggests that feedback has high impact (+8 months progress) for low costs. It focuses both the teacher and learner on actions required to achieve goals.	1, 2, 3 and 4
AH to be a pupil premium champion and released from class to monitor provision for PP pupils – implementing any necessary changes where needed. (£14,375.17)	Leadership with a specific focus and related targets is a successful strategy for school improvement.	1
WELLCOMM assessments to be	The EEF recommends that oral interventions show a clear link to the	1

conducted and then communication and language interventions planned as a result. (£1403.54)	importance of spoken language and verbal interaction in the class and can lead to +5 months progress impact for low cost. As stated in the Government Response to Education Committee Report 2021 - 'Early literacy development and communication and language skills are vital to school readiness as well as outcomes in later life.'	
Teachers make use of PIXL assessment data to inform planning for implementation of whole class therapies and 1:1 intervention. (£0)	Gaps analysis enables teachers to refocus and redirect the support and feedback they give to children. EEF feedback studies show impact across all age groups with a particular impact on English and Maths.	1, 2

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

Budgeted cost: £59,745.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor/HLTAS and TA's to offer 1:1 or group support in lessons for targeted PP children with behavioural, social and emotional barriers to learning. Deliver CPD to teachers on the effective use of support staff within class. (£46,371.15)	EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. This may vary from addressing low level disruption to aggression and violence. The impact is +3 months progress. EEF recommends that use of TAs can have a positive impact on education achievement – 1 months progress EEF guidance report on Making Best use of Teaching Assistants	1, 2
Deliver targeted support around emotional well-being through 1:1 or small groups. Including counselling - Time for you (£7605)	EEF toolkit recommends this as adding an extra +4 months progress to expected progress over a year. EEF evidence surrounding interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions. On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1, 2, 3
Deliver small group and 1:1 intervention to provide targeted support for children (school led tutoring) (£5769.63)	Small group tuition enables the teacher or TA to focus exclusively on a small group of learners. It can be aimed as support for lower attainers, to improve progress or to teach	1, 2

	challenging topics or skills. The EEF suggests an impact of +4 months progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,348.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor employed to meet the increasing and complex needs of families. (£33,568.63)	The school is located in a higher than average level of deprivation. There are many families with multiple and complex needs and their needs impact directly on the children's well-being. The school provides intense support to a number of families and nurture to a number of pupils so a LM' is necessary.	1, 3
Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day. (£5121.02)	Increase in attendance and punctuality ensures a positive start to the day for children. Evidence suggests that breakfast positively affects learning in children in terms of behaviour, cognitive and school performance.(Hoyland et al 2009)	1,3
Continue to employ an attendance officer to increase attendance of this group of pupils. (£4770)	Attendance for PP pupils is lower than non-PP pupils. If they do not attend regularly then they will not learn as much and has an impact on emotional well-being. Building relationships with these families has worked in the past to help raise attendance.	1,3
Provide daily milk for all disadvantaged pupils. (£3889.30)	Milk is rich in vitamins and calcium and provides a source of hydration for children. (NHS)	1, 3
Involving parents in school life through: <ul style="list-style-type: none"> - parental workshops - reading coffee mornings/afternoons - stay and play in EYFS - Advent and Easter craft sessions - Parent invites to English and Maths lessons - Uniform costs (£1000)	EEF evidence suggests involving parents and parental engagement in supporting their child's academic learning has adds +3 months progress to progress.	3, 4
Enrichment Support through contributions to external and internal trips or experiences and after school clubs.	Key findings from the Subject to Background Report March 2015 (P Sammans, K Toth, K Sylva)'Early years and primary school experiences, along with better home learning environments in the early years and up to the age of 7 provide a significant boost in attainment	3, 4

<p>Aspirations and career building within the curriculum. (£2000)</p>	<p>for children at the age of 11 and help to counteract disadvantage.'</p> <p>EEF recommends that outdoor learning can have a positive impact of +4 months on academic learning and evidence suggests there is greater impact for more vulnerable students.</p>	
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Total budgeted cost: £ 28,092.69 + £59,745.78 + £50,348.95 = £138,187.42

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 2020 to 2021 academic year.

Desired outcome	Chosen Approach	Estimated impact	Lessons learned
Quality First Teaching			
<p>A) Majority of PP children will make accelerated progress in RWM.</p> <p>B) The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.</p> <p>C) Children develop a greater resilience to manage social and emotional barriers to learning.</p> <p>D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.</p>	<p>Achievement for all: The Achieving Schools Programme 2-year partnership for accelerating progress and attainment for schools and Early years focusing on closing the gap for vulnerable and disadvantaged children.</p>	<p>Due to COVID restrictions the programme was suspended until July 2021. The two-year coaching programme will recommence in July and roll out over two years from this point.</p>	<p>Achievement for all coaching partnership to recommence July 2021.</p>
<p>A) Majority of PP children will make accelerated progress in RWM.</p> <p>B) The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.</p>	<p>Reading comprehension strategies: Structure of guided reading sessions to be remodelled to allow time for whole class reading, sharing of quality texts, and promotion of reading for pleasure.</p>	<p>Reading CPD delivered virtually at the start of the year by the English lead to introduce staff to ways of teaching reading skills to pupils in whole class reading sessions. End of year data for pupil premium children in reading – Yr1 10%, Yr 2 46%, Yr3 47%, Yr4 70%, Yr5 59%, Yr6 89%. Due to the recent pandemic, the end of year results for year 1 was expected.</p>	<p>English lead to re-evaluate the teaching of reading in classes and decide on the best approach for next academic year.</p>
<p>A) Majority of PP children will make accelerated progress in RWM.</p> <p>B) The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.</p>	<p>Release time from class to cover 1:1 Feedback Learning conversations between teacher and pupil.</p> <p>CPD for all staff based on establishing relationships with pupils during 1:1 learning conversations.</p>	<p>Release time for 1:1 conversations has been impacted by both lockdown and staff shielding before and after the lockdown period.</p> <p>CPD has been very limited due to limited availability to meet.</p> <p>However, from the meetings that have taken place staff have kept up to date records of their meetings. Evidence shows meetings have taken time to address a number of issues including anxieties on return to school, concerns in class, as well as work towards closing identified gaps in learning. Pupil voice suggests that children find the</p>	<p>Conversations to continue next academic year.</p>

		1:1 time helpful and has been useful in addressing issues that have arisen in class and solutions have been found.	
A) Majority of PP children will make accelerated progress in RWM. B) The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.	AH to be a pupil premium champion and released from class to monitor provision for PP pupils – implementing any necessary changes where needed.	Designated time for the pupil premium champion has ensured that pupil premium records are kept up to date, staff are aware when new children are added to the register, regular checks on books through case studies helps track progress and identify areas needing support.	Continue with approach.
A) Majority of PP children will make accelerated progress in RWM. B) The ability of PP pupils to spell and use new language both orally and in written work develops in line with whole school expectation.	WELLCOMM assessment and intervention to be implemented across EYFS.	Analysis of WELLCOMM assessments and ongoing focused support has informed subsequent planning throughout the year in EYFS and has impacted children's communication and language outcomes with all PP children making better than expected progress in understanding and speaking, two thirds making better than expected progress in listening and attention and a third making expected progress.	Communication and language continues to remain a high priority in early years. WELLCOMM assessments will continue to be used next academic year. In addition Early years are seeking additional support in this area.
D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	Enrichment Support through contributions to external and internal trips or experiences. Forest School Aspirations and career building within the curriculum	Unfortunately, due to COVID restrictions, all external and internal trips were put on hold for the 2020/21 academic year.	Ensure that there is a return to a full delivery of the whole school curriculum and enrichment opportunities.
Targeted Support			
C) Children develop a greater resilience to manage social and emotional barriers to learning.	Learning mentor/HLTS and TA's to offer 1:1 or group support in lessons for targeted PP children with behavioural, social and emotional barriers to learning.	There have been 8 children across years 2, 1 and Reception who have required 1:1 support this year due to high level behavioural and learning needs.	Learning mentor and TAs to continue to provide targeted support where needed.
D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	Brilliant Club Scholar's Programme to be launched for a selected group of children to access university style study programmes alongside a PHD researcher.	Brilliant club took place with the six chosen children from last year, now in year 6, during the Autumn term in school. Children were able to complete socially distanced tutorials in school. Attendance for the sessions was above national average at 89%. Children completed a course on the biology of the heart. Out of the six children	COVID restrictions and crossing bubbles made it difficult for PP lead to support with the delivery of the club and to support children with extra time towards their project.

		who attended only 3 submitted a final assignment.	
A) Majority of PP children will make accelerated progress in RWM.	Deliver small group and 1:1 intervention to provide targeted support for children.	Regular pupil progress meetings throughout the year have ensured that teachers have taken time regularly to identify those children in need of intervention. Introduction of PIXL this year has provided support staff with resources to support in targeting interventions to specific needs.	PIXL tests gaps analysis to continue to be used next year to support with identifying the needs of specific children and identify those at risk at not reaching age expected attainment at the end of the year.
Other Approaches			
C) Children develop a greater resilience to manage social and emotional barriers to learning. D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	Employ a Learning Mentor to meet the increasing and complex needs of families.	Families have continued to be support throughout the year, including during lockdown. Regular contact to vulnerable families was made throughout lockdown and bubble closures. Support with technology was offered to support with engagement in online learning. Food parcels were distributed at Easter along with vouchers before the Government scheme was set up.	Approach to continue.
	Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day	31 children are currently on role in the school's breakfast club and attend regularly.	Provision to continue to be in place to support families and to ensure children are provided with breakfast at the start of the day.
	Thrive groups to be targeted at small groups of children or individuals by Thrive trained adults. All teaching staff to continue to use Thrive approaches within classes alongside emotional coaching training.	Thrive has taken place across the year and children have benefited from 1:1 targeted support with staff members who are Thrive trained. Support has mainly involved dealing with anxieties and emotions.	Emotional support will continue to be identified next academic year.
C) Children develop a greater resilience to manage social and emotional barriers to learning. D) Attendance, aspirations and life experiences of our PP pupils will increase to allow them to fully take part in the curriculum.	Continue to employ an attendance officer to increase attendance of this group of pupils.	The attendance officer, learning mentor and acting head have met regularly over the course of the year to rigorously check and track attendance. Records are kept to monitor vulnerable families.	Attendance is still an area for concern and regular attendance meetings will continue to take place to help track this and provide support where needed for families.

	Involving parents in school life through: <ul style="list-style-type: none"> - parental workshops - reading coffee mornings/afternoons - stay and play in EYFS - Advent and Easter craft sessions Parent invites to English and Maths lessons	Due to COVID restrictions we have been unable to allow parents on site this academic year.	Continue with identifying ways to ensure parents are involved in school life.
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Teacher Assessment Data – Whole School 2020/2021

END OF YEAR DATA 2020 -2021						
%	Reading		Writing		Maths	
	EXS + Non-PP	EXS + PP	EXS + Non-PP	EXS + PP	EXS + Non-PP	EXS + PP
Year 1	37	10	49	10	53	30
Year 2	55	46	55	38	62	38
Year 3	59	47	36	27	39	33
Year 4	78	70	53	10	64	30
Year 5	71	59	45	41	45	41
Year 6	79	89	67	72	82	72

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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