

Pupil premium strategy statement – 2022-2023

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
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Vivien McDonald
Pupil premium lead	Claire Carlin
Governor / Trustee lead	Fiona McLintock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108,723
Recovery premium funding allocation this academic year	£ 11, 310
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	£ 120, 033

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. We adopt an evidence informed approach to spending, in particular reflecting on advice and evidence from the Education Endowment Foundation (EEF). Within our plan we allocate funding through a tiered approach based around three key areas:

- Quality first teaching for all
- Targeted support
- Whole school wider strategies

The aim of our school and Holy Cross MAC mission is to create a school community united as the family of God, providing an outstanding Catholic education for all our pupils with Christ at the centre of all that we do. We thrive to inspire every child to be the best person they can be by developing their God given talents and prepare them for life as citizens of the future.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their full potential at school and often do not perform as well as their peers. Common barriers to learning for disadvantaged children at St Augustine's can include ways to support at home, 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.

Through effective use of additional funding, sharing of best practice, careful consideration of research and application of our wider calling, our aim is for all disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.

"For I know the plans I have for you declares the Lord. Plans to prosper you and not to harm you, to give you a future and hope."

Jeremiah 29:11

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 feedback and support 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.

“All schools and staff should have the highest expectations for all pupils, irrespective of background or barriers to learning. They should understand and be sympathetic to those pupils who, for any number of reasons, may find it more difficult to engage with learning. The same applies for those that, for multiple, complex reasons, may be finding learning more difficult. All should be mindful of not lowering expectations and aspirations for disadvantaged pupils. Schools and staff at every level should nurture and support all pupils to take pride in their individual achievements.”

Addressing Educational Disadvantage in Schools and Colleges; the Essex Way

By Marc Rowland

Challenges

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

Challenge number	Detail of challenge
1	<i>Age related attainment in core subjects – in particular those attaining age related standards in Maths.</i>
2	Mental well-being – social and emotional barriers impact on resilience within learning.
3	Lack of oracy skills and limited vocabulary which impacts on reading and writing.
4	Home circumstances which impact on learning – attendance, parental support, financial difficulties
5	Lack of life experiences and aspirations

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><i>% of children reaching age related expectations in reading, writing and maths will increase from previous year's internal data.</i></p> <p><i>Teaching, marking and feedback to be consistently good or better across the school, ensuring feedback provides both support and challenge for all.</i></p>	<p>Teachers will identify gaps in learning through use of assessments and teacher judgements to ensure necessary support is provided.</p> <p>Pupil progress meetings will track pupil's progress and ensure the correct provision is in place to support progress.</p> <p>Analysis of data will show that disadvantaged children's attainment is increasing and comparisons against all children will show the gap with non-disadvantage children is diminishing.</p>
<p>Children's mental health is supported and improved.</p> <p>Children show greater resilience and confidence, supporting them to engage with school life and learning.</p>	<p>Outside agencies will support the most vulnerable children.</p> <p>Pastoral support will be targeted towards families struggling with mental-health and well-being.</p>
<p>All children will have increased oracy skills.</p> <p>Higher level vocabulary will be accessible and used within reading and writing.</p> <p>All children achieve at least national average for Phonics Screening check.</p> <p>Resources and training are in place to enable staff to deliver phonics effectively to increase Phonics attainment.</p>	<p>Emphasis on teaching vocabulary to be seen across all subjects.</p> <p>Staff trained to support the teaching of phonics.</p> <p>Promotion of a love of reading throughout the curriculum and within school life to increase children's vocabulary.</p>
<p>Parents are able to engage with all aspects of school life and support their children with their education.</p> <p>Increased attendance for all children to ensure no lost learning or gaps in learning.</p>	<p>Pastoral support to be targeted to families.</p> <p>Provision of more opportunities for parents to come into school and share in their children's learning.</p> <p>Breakfast club to support in provision for children at the start of the day to aid with punctuality and attendance.</p> <p>Gap between Non-PP attendance and PP attendance is decreased.</p>
<p>All children have opportunities to take part in extra-curricular activities.</p> <p>Children are inspired to achieve more and have increased aspirations to succeed in school life and beyond.</p>	<p>A broad and balanced curriculum will give children further opportunities to immerse themselves further into the wider world.</p> <p>Children given opportunities to increase their own aspirations and support their vocations.</p> <p>Children will have access to a range of enrichment activities which will be subsidised by the school to ensure they are able to fully participate.</p>

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: £ 22,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release time from classes to cover 1:1 feedback, PIXL analysis and pupil progress.</i>	When done well, effective feedback supports pupil progress, building learning, addressing misunderstandings and thereby closing the gap between where a pupil is and where they need to be. Feedback needs to follow on from high quality instruction and use of formative assessment. It should be delivered at the right time and move learning forward. Consideration should be taken to how pupils should receive and be given time to respond to such feedback, whether it be verbal or written. Feedback studies tend to show high effects on learning. The EEF toolkit shows an impact of +7months for primary aged children. EEF Teacher Feedback to Improve Pupil Learning	1,2,3, 5
<i>Maths training and resources</i>	Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking. Children benefit from practical, first-hand experiences of moving and interacting with manipulatives to develop mathematical ideas. Improving Mathematics in the Early Years and KS1 Improving Mathematics in KS2 and 3	1
<i>Phonics training</i>	The purpose of phonics is to quickly develop pupils' word recognition and spelling. This involves developing a	1,3

	<p>child's phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. In systematic phonics programmes that use synthetic phonics approaches, this often means teaching the skills of decoding new words by sounding them out and combining or 'blending' the sound spelling patterns. The sequence is generally organised to introduce children to the most common graphemes and familiarise them with the most useful frequent pairing of graphemes in words first; 'satpin' is a prevalent example of this, but other initial sequences are possible. It is necessary to teach these skills explicitly, but pupils should also have the opportunity to apply and practise these skills outside of phonics sessions during other reading and writing activities.</p> <p>Improving Literacy in KS1</p>	
<i>Quality first teaching and support with a focus on CPD.</i>	<p>Teacher professional development is a structured and facilitated activity for teachers intended to increase their teaching ability. Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective Professional Development</p>	1,2,3,5
<i>Reading resources</i>	<p>The Reading Framework guidance discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language. It explains how teachers might expand</p>	1,3

	<p>children's store of words through talk throughout the day, within the curriculum and, in particular, through stories. Listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension and so also for wider learning and progress.</p> <p>The Reading Framework 2022</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 43,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured Interventions, including nurture support, and targeted use of support staff in classes.</i>	<p>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. Both targeted interventions and universal approaches have positive overall effects (+4 months progress)</p> <p>EEF Behaviour Interventions</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>EEF Teaching Assistant Interventions</p>	1, 2, 3
<i>Online learning</i>	Technology has the potential to increase the quality and quantity of	1, 4

	<p>practice that pupils undertake, both inside and outside of the classroom.</p> <p>Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>Using Digital Technology to Improve learning</p>	
<i>Small group tuition.</i>	<p>Small group tuition is defined as one teacher or trained teaching assistant working with 2-5 pupils. This enables teaching to focus exclusively on a small number of learners. Small group tuition has an average impact of four months additional progress over a year. Small group tuition needs to be targeted at pupils' specific needs using diagnostic assessments to identify gaps in learning to target. Evidence shows that small group tuition enables greater feedback from the teacher and encourages sustained engagement in smaller groups. Research suggests low attaining groups benefit more from small group tuition.</p> <p>EEF Toolkit Small Group Tuition</p>	1, 3

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

Budgeted cost: £ 54,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting mental health and well-being, including in school counselling and Pepper Therapy.</i>	Evidence from EEFs toolkit for learning suggests that effective social and emotional learning can lead to gains of +4months. Evidence suggests social and emotional learning should be taught within everyday teaching, equipping children with skills to use for themselves, be reinforced across whole school ethos and through use of	1,2,4

	<p>programmes that may support social and emotional learning.</p> <p>Improving Social and Emotional Learning</p>	
<p>Involving parents in school life through:</p> <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 	<p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF guidance report – Working with Parents to Support Children’s Learning – provides 4 key recommendations: 1. Review how you work with parents. 2. Provide practical strategies to support learning at home. 3. Tailor school communications to encourage positive dialogue about learning. 4. Offer sustained support where needed.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children’s learning of their self-regulation as well as subject specific skills such as reading.</p> <p>EEF Working with Parents to Support Children's Learning</p>	1, 2, 4
<p>Enrichment Support through contributions to external and internal trips or experiences and after school clubs. Aspirations and career building within the curriculum.</p>	<p>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 for children at the age of 11 and help to counteract disadvantage.’</p> <p>Cultural experiences and education should not just be for the privileged few. Creative expression is in our DNA and we want all children to grow up experiencing a rich cultural life, supported by high-quality and engaging opportunities available in their local area.</p> <p>DFE: Cultural Education</p> <p>Evidence suggests there is a small positive impact of +1 month on academic activity from physical activity. Some evidence also suggests that involvement in extra-curricular sporting</p>	1, 5

	activities may increase pupil attendance and retention. EEF Toolkit Physical Activity	
Learning mentor employed to meet the increasing and complex needs to families	'Strong pastoral care is a foundation of a successful strategy to address disadvantage, This should be rooted in assessment, not assumptions, and should be seen as a means to an end, rather than an end itself. It is a stepping stone to academic achievement. Pastoral care is something that happens both inside and outside of the classroom. It should be pre-emptive and responsive where possible'. Marc Rowland 2021: Addressing Educational Disadvantage in Schools and Colleges.	4, 2
Attendance to be tracked and rigorously monitored	It is important to ensure that strategies to improve attendance are rooted in research evidence. The British Psychological Society sets out how to take a long-term approach in its 2017 report – Behaviour Change: Social attendance, exclusion and Persistent absence. There are four main categories identified by the report that need to be addressed: 1. Mental health issues, 2. Physical health, 3. Attitudinal/Systemic absenteeism and 4. School Behaviour related. Behaviour Change: School Attendance, exclusion and Persistent Absence 2017	4, 2, 1
Breakfast club provision	'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, 4

Total budgeted cost: £ 120, 236

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.

<u>Summary of Impact – 2021/22</u>	
Activity Planned	Summary and Impact
First Quality Teaching	
Release time from class to cover 1:1 Feedback Learning conversations between teacher and pupil	<p><i>Pupil Voice - 'It helps me a lot.' 'It helps me because I can concentrate more.' 'You can work on things you are not so confident with.'</i></p> <p>Assessment based on test outcomes, shows increase in children attaining Expected+ in year 2-6 for reading between Autumn testing and Spring testing.</p> <p>Assessment based on test outcomes, shows increase in children attaining Expected+ in year 1-6 for maths between Autumn testing and Spring testing. In particular Year 2 PP increasing from 0% to 62% at EXS+.</p>
AH to be a pupil premium champion and released from class to monitor provision for PP pupils – implementing any necessary changes where needed.	<p>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.</p> <p>MAC Peer to Peer Review identified the following strengths:</p> <ul style="list-style-type: none"> - Leadership of PP is clear and organised. Intent, knowledge and strategic planning are all very strong. - PP Strategy Document is well written and comprehensive with evidenced based plans identified. - Overall, PP children were positive about their school, their learning and their experiences.
WELLCOMM assessments to be conducted and then	Initial WELLCOMM assessments were carried out as part of the Baseline assessments on entry in September. Subsequent assessments have been

communication and language interventions planned as a result.	<p>carried out termly, outcomes analysed and individual or group targets set. Focused intervention, (1:1, groups or at the point of play), based securely on assessment was planned, delivered and the impact monitored.</p> <p>End of year data: Listening, attention and understanding PP – 100% at ARE, 63.3% Non PP at ARE.</p> <p>Speaking PP – 100% at ARE, 70% Non-PP at ARE.</p>
Teachers make use of PIXL assessment data to inform planning for implementation of whole class therapies and 1:1 intervention.	<p>Assessment based on test outcomes, shows increase in children attaining Expected+ in year 2-6 for reading between Autumn testing and Spring testing.</p> <p>Assessment based on test outcomes, shows increase in children attaining Expected+ in year 1-6 for maths between Autumn testing and Spring testing. In particular Year 2 PP increasing from 0% to 62% at EXS+.</p>
Targeted Support	
<p>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.</p> <p>Deliver CPD to teachers on the effective use of support staff within class.</p>	<p>CPD delivered to EAs on 5.1.22 regarding their role in the class.</p> <p>All EAs have as an appraisal target.</p> <p>CPD delivered around metacognition and self-regulation with EAs.</p> <p><i>Support staff are therefore much clearer of who they are targeting in class and who the PP children are. They are able to bridge the gap between learning taught in interventions and bring this into the class and ensure these children are applying the same strategies in class work independently.</i></p>
Deliver targeted support around emotional well-being through 1:1 or small groups. Including counselling - Time for you	<p>During the course of the year 5 children accessed the Time for You counselling sessions. The counsellor saw progress made by all the children who attended the sessions and felt that they benefited from the regular sessions. Questionnaires were carried out with the children at the start and end of the year by the counsellor and all showed improvements in attitudes to children's emotions both in school and at home.</p> <p>During the Spring/Summer term: Rainbows sessions were led by two teachers who had attended rainbows training. 5 children accessed the weekly sessions over the Spring and Summer 1 term. Sessions were confidential.</p>

<p>Deliver small group and 1:1 intervention to provide targeted support for children (school led tutoring)</p>	<p>Interventions are run weekly by EAs in each year group – pupil progress meetings monitor these (Singapore Maths, PIXL therapies, RWI)</p> <p>School led tutoring started week beginning 10/1/22.</p> <p>27 children have been invited to 15 hours of small group tuition (1:3). 8/21 children are PP children.</p> <p><i>Pupil Voice Small Group Tuition: 'It helped me realise I could use my times tables to help me divide.'</i></p> <p><i>'I know it helps to check my answers.'</i></p> <p><i>'I have improved with times tables, fractions and spotting my mistakes.'</i></p> <p><i>'I really liked the maths games at the end of each session.'</i></p> <p><i>Assessments show that all children involved in the tuition have made improvements on test scores for the area that was targeted.</i></p> <p><i>Of the 27 children first targeted 22/27 achieved expected standard in the area tuition was provided in.</i></p> <p><i>Parent Voice:</i> I think the tutoring that she was given really helped her confidence and made a big difference. I might look into it next year for her.</p> <p>The tutoring with X really made a difference with X's reading.</p> <p>An additional 38 children in year 1 and 2 were targeted for small group tuition in Summer term 2.</p>
<p>Whole School Wider Strategies</p>	
<p>Learning Mentor employed to meet the increasing and complex needs of families.</p>	<p><i>Pupil Voice Nurture Club - 'I like the activities like making rice snowmen.' 'I like playing games.'</i></p> <p><i>Learning mentor has a good understanding of the complex needs of the families at St Augustine's and is able to target support where needed and as early as possible.</i></p>

Continue to run a breakfast club for targeted pupils to ensure a positive start to the school day.	<p>60% of the children attending breakfast club are pupil premium.</p> <p>Children who attend arrive on school on time and are prepared then for learning in the morning.</p>
Continue to employ an attendance officer to increase attendance of this group of pupils.	<p>Regular meetings are held with DHT, learning mentor and Governors to support families.</p> <p>As of May 2022 – PP attendance was 92.8% Vs non PP attendance 94.8%.</p>
Provide daily milk for all disadvantaged pupils.	Unfortunately, the roll out of free milk was unsuccessful and many children did not wish to receive this.
<p>Involving parents in school life through:</p> <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 	<p>Parents are encouraged to sign up for free school meals with a jumper/cardigan as an incentive to this.</p> <p>EYFS leader incorporates this into the welcome packs for Nursery and Reception.</p> <p>Parent Voice sent to all parents of PP children in years REC-Yr5.</p> <p>5 responses from 65 received.</p> <p>Parental engagement is still an area requiring work. From the 5 responses received from parent voice, parents seemed happy with the provision for their child. Some parents have been active in seeking support.</p>
<p>Enrichment Support through contributions to external and internal trips or experiences and after school clubs.</p> <p>Aspirations and career building within the curriculum.</p>	<p>Autumn Term: Sports based clubs included football (yr5/6), Multi Skills (yr1/2), Girl's Football(yr5/6), Netball (yr5/6), Multi Skills (yr3/4). 104 places offered during the Autumn term. 23 of these places were for PP children (24%).</p> <p>Coding club: 2 sessions per week. 35 places allocated. 7 of these places for PP children. (20%).</p> <p>Choir: weekly sessions. 21 places allocated. 4 of these places for PP children. (19%)</p> <p>Spring Term: Same sports clubs as above offered. 107 places allocated for spring term. 28 of these places for PP children (30%).</p>

	<p>Summer term – 6 children have had the costs of a dance club funded.</p> <p>Summer term: 162 places allocated for sports clubs. Of which 43 were PP children (27%)</p> <p>Year 4 trip to Lunt Fort – half the cost subsidised by funding (£300).</p> <p>Year 5 trip to Space Centre- part of trip cost subsidised by funding.</p> <p><i>IMPACT: Pupil Voice carried out using Microsoft Forms - ‘I like coding because we get to make our own programs.’ ‘I like going to different places with the choir.’</i></p> <p>Families have been supported with payments towards trips and residential ensuring that access to enrichment opportunities are the same for all children</p>
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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)