

Pupil premium strategy statement – 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	77
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 2023
Date on which it will be reviewed	July 2024
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	£ 107, 670
Recovery premium funding allocation this academic year	£ 11,020
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	£ 118,400

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	Age related attainment in core subjects
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>Resources and training are in place to enable staff to deliver English lessons effectively.</p>	<p>Emphasis on teaching vocabulary to be seen across all subjects.</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: £42,727

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>Develop a whole school approach to the teaching of English</i>	In Early Years research focuses on the importance of high quality interactions between adults and children to develop their communication and language skills. EEF research recommends implementing a systematic phonics programme in EYFS and KS1 and ensuring appropriate training and consistency is evident across the programme. To develop reading, pupils should develop fluent reading to support comprehension through guided oral instruction and repeated reading. Emphasis should also be placed on teaching specific strategies for reading comprehension which children can then independently apply. EEF research emphasises the importance of teaching writing composition strategies through modelling and supported practice. Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net) EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3

	Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)	
<i>Quality first teaching and support with a focus on CPD.</i>	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. EEF Effective Professional Development	1,2,3,5
<i>Reading resources</i>	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 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. The Reading Framework 2022	1,3

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

Budgeted cost: £ 29, 425

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>	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) EEF Behaviour Interventions Teaching assistants can provide a large positive impact on learner outcomes, however how they are deployed is key. Access to high	1, 2, 3

	<p>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>	
<i>Online learning</i>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. 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>	1, 4
<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: £ 46,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting mental health and well-being.</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 programmes that may support social and emotional learning. Improving Social and Emotional Learning	1,2,4
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 	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. 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. EEF Working with Parents to Support Children's Learning	1, 2, 4
Enrichment Support through contributions to external and internal trips or experiences and after school clubs. Aspirations and career building within the curriculum.	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.’	1, 5

	<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 activities may increase pupil attendance and retention.</p> <p>EEF Toolkit Physical Activity</p>	
Learning mentor employed to meet the increasing and complex needs to families	<p>‘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.</p>	4, 2
Attendance to be tracked and rigorously monitored	<p>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.</p> <p>Behaviour Change: School Attendance, exclusion and Persistent Absence 2017</p>	4, 2, 1
Breakfast club provision	<p>‘Increase in attendance and punctuality ensures a positive start to the day for children. Evidence suggests that breakfast positively affects learning in</p>	1, 4

	children in terms of behaviour, cognitive and school performance.' (Hoyland et al 2009)	
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Total budgeted cost: £ 118,690

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 – 2022/2023</u>	
Activity Planned	Summary and Impact
First Quality Teaching	
<i>Release time from classes to cover 1:1 feedback, PIXL analysis and pupil progress.</i>	Release time across the year has enabled teachers to analyse assessment data and plan for targeted interventions outside of lessons and to enable teachers to identify gaps in learning that can then be addressed through quality first teaching. It has also enabled staff time to meet with the assessment lead to discuss further support needed for children. In addition, where timetabled, students have been provided with 1:1 time to meet with the teacher, to build relationships and to work on targeting gaps in their learning.
<i>Maths training and resources</i>	<p>Parent workshops have been delivered across the spring and summer term. Parents were invited in school time to learn maths games alongside their children. 117 children had parents attend the maths workshops with them and were provided with resources to take home that they could use with their child.</p> <p>At the start of the academic year the Power Maths Scheme was introduced. Training was provided from our maths lead to support with the successful transition to this new programme of study.</p> <p>Book looks, learning walks and observations across the course of the year have shown the positive impact of the implementation of the new scheme and has further developed the mastery approach adopted by the school to enable all learners to access.</p>

<i>Phonics training</i>	<p>The school has worked on refresher training for staff in RWI to ensure staff are up to date with changes made to the scheme and to ensure consistency across teaching of early phonics and reading. IN house training from our reading and phonics leader has also been delivered to all staff who currently are not involved in daily RWI teaching to allow them to gain a greater understanding of the foundations of early reading and phonics.</p> <p>Summer Data: Yr 1 26/30 passed the Phonics Check (87%)</p> <p>4/5 PP children passed the Phonics Check (80%)</p>
<i>Quality first teaching and support with a focus on CPD.</i>	<p>Designated time for pupil premium lead allows for time towards monitoring the impact of provision for pupil premium children.</p> <p>CPD has been delivered by SLT on developing quality first teaching, in particular with a focus on the use of Rosenshine's Principles for teaching and learning and Kagan Structures. The impact has been seen in the structure and consistency of lesson planning and delivery across the school.</p>
<i>Reading resources</i>	<p>Funding has been used to replenish RWI reading resources. Children in early years and KS1 are provided with fully decodable books that match their phonics level, allowing them to apply the sounds taught in their RWI sessions in their reading. Children are also encouraged to choose a book for pleasure from the school library to encourage a love of reading.</p> <p>Summer Data: PHONICS CHECK: Yr 1 26/30 passed the Phonics Check (87%) 4/5 PP children passed the Phonics Check (80%)</p> <p>Yr 1 Reading – EXS+ 64%, GDS 37%</p>
Targeted Support	
<i>Structured Interventions, including nurture support, and targeted use of support staff in classes.</i>	<p>Provision mapping and pupil progress ensures that support is identified within classes. Teachers and TAs ensure that first quality teaching is prioritised for all children including SEND and PP.</p> <p>Nurture Support: Offered at lunchtime by SENDCO and learning mentor to provide a space for those children who require it.</p>

<i>Online learning</i>	Children have benefited from the use of TT Rockstars (in Ks2) and Numbots (Early years/Ks1) access at home to supplement their maths learning. Children have also been encouraged to complete home online learning with incentives put in place to reward, e.g. the TT Rockstars disco, CGP party.
<i>Small group tuition.</i>	<p>Small group tuition has taken place in years 6 and year 2. It has enabled children to be targeted either on a 1:1 basis or in small groups no larger than 6.</p> <p>End of KS1 outcomes: Reading EXS+ 56% (Non-pp 63%) GDS 11% (12%), Writing EXS+ 56% (Non-PP 57%) GDS 0% (2%), Maths EXS+ 44% (71%) GDS 11% (14%).</p> <p>End of KS2 Outcomes: Reading EXS+ 64% (85%) GDS 29% (28%), Writing EXS+ GDS , Maths EXS+ 64% (83%) GDS 14% (30%)</p>
Whole School Wider Strategies	
<i>Supporting mental health and well-being, including in school counselling and Pepper Therapy.</i>	<p>Whole school initiatives include taking part in mental health week, anti bullying week. Mental health is also addressed through our PSHE and RSE programme of study.</p> <p>A number of children have benefited from the support of our weekly counselling sessions across the course of the year.</p> <p>Children have said overall that the sessions gave them a safe place to talk. It was also reported that all the children enjoy the sessions and it allows them to express themselves in a way that they choose to.</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>Coffee mornings delivered across the year, with a focus on SEND support. Included Autism support.</p> <p>Parent Voice from parents who attended was positive:</p> <p>"The staff are wonderful and very supportive. Any questions I may have they will always endeavour to answer or find out any information regarding what I've asked. It's a great support network for me and husband, especially having other parents in similar situations to ourselves. We are so grateful to the school for facilitating these coffee mornings."</p>

	<p>“Be good to see some workshops in specific areas - like a focus on sensory or anxiety etc.”</p> <p>“The staff are so professional and wonderful. A credit to St Augustine's school.”</p> <p>Uniform costs – families continue to be offered a free school jumper or cardigan when they become pupil premium eligible.</p> <p>A uniform swap shop is also accessible in school to all families.</p> <p>Craft sessions were run to celebrate Advent and Easter enabling parents to be involved in the Catholic Mission of the school.</p> <p>Maths parent workshops were delivered across the spring and summer terms - 117 children had parents attend the maths workshops with them and were provided with resources to take home that they could use with their child.</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>Across the year the school has offered a residential trip to Doly Moch in year 6 – all places were filled, 10 of which were pupil premium.</p> <p>Other educational visits have included: Lunt Fort, Think Tank, Herbet Art Gallery, the local area and City Centre.</p> <p>Children have accessed a variety of after school clubs, including choir, coding, multi skills, dance, football, netball.</p> <p>Uptake for clubs by pupil premium pupils continues to be maintained compared to last year.</p> <p>Pupil Voice from a sample of children in Ks2:</p> <p>‘I like all the clubs because they are really fun.’</p> <p>‘What I like is that I get to train with the Coventry united girls’</p> <p>‘I Like singing and there’s usually some laughs in there aswell.’</p> <p>‘I like how Mrs Webb will help each individual person.’</p>

Learning mentor employed to meet the increasing and complex needs to families	Our learning mentor has supported a number of families across the school and has a good understanding of the needs of the families in our community knowing when to offer support. Our families know that they can approach us should they require any further support.
Attendance to be tracked and rigorously monitored	<p>Regular meetings are held across the year with DHT, learning mentor and governors to help support families with attendance. Fines are issued accordingly following attendance procedure, support is put into place where needed.</p> <p>Early help is also in place and Early help coordinator also works alongside the learning mentor and DHT to complete home visits.</p> <p>Attendance is celebrated on the newsletter and in school each week during our Gifts from God assembly and children enjoy working towards gaining money for their class pot which can be spent towards the end of term towards a treat for the class or year group.</p>
Breakfast club provision	Breakfast club provision is offered daily in school. We have offered places to families where possible. Breakfast club this year has been successful in supporting some families with attendance issues and some children experiencing anxiety coming to school.

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
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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?	Service pupil premium child allocation was spent on pastoral support. Learning mentor was able to provide support on arrival to school and regular check ins were maintained to provide support.
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral support was provided when are service child was new to the school in Spring term. Learning mentor was able to provide time for regular check-ins with the family. This supported them with settling in quickly to new school routines. Teacher observed that they were quick to settle to new classroom routines.

Further information (optional)