

Pupil premium strategy statement: St Augustine's School 2024-2025

This statement details our school's use of pupil premium, for the 2024 to 2025 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	73
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Vivien McDonald
Pupil premium lead	Claire Carlin
Governor / Trustee lead	Caroline Corkerry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108,694
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	£108 694

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: reading, writing and math.</i>
2	Mental well-being – social and emotional barriers impact on resilience within learning.
3	SEND: 20% of PP are also on the SEND register, including 7 who are on My Plans or EHC plans, requiring additional support from additional agencies such as, CCT (Complex Communication team) and Speech and language.
4	Lack of oracy skills and limited vocabulary which impacts on reading and writing.
5	Home circumstances which impact on learning: attendance, parental support, financial difficulties
6	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>% of children reaching age related expectations in reading, writing and maths will increase from previous year's internal data.</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 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>Pupil voice and outcomes demonstrates that Learning mentors work effectively with pupils to ensure they are happy, safe and achieving</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, booster sessions particularly among disadvantaged pupils
<p>SEND pupils will be supported throughout the whole curriculum.</p> <p>All curriculum learning will be accessible to all regardless of SEND needs.</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>SENDCO will provide support to teachers and put in place the necessary referrals for children.</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>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>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>Gap between non-PP attendance and PP attendance is decreased.</p>

<p>Increased attendance for all children to ensure no lost learning or gaps in learning.</p>	<p>Parent and pupil voice to be reflective of support.</p>
<p>All children have opportunities to take part in extra-curricular activities. 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. Children given opportunities to increase their own aspirations and support their vocations. 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: £52,220

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>	<p>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.</p> <p>EEF Teacher Feedback to Improve Pupil Learning</p>	1, 3 and 4
<i>Continue to develop a whole school approach to the teaching of English through continuation of CPD for T4W</i>	<p>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.</p> <p>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 3 and 4
<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</p>	1, 3 and 4

<i>including CPD to embed RosenShine's 11 Principles and Walk-thrus.</i>	us that high quality teaching can narrow the disadvantage gap. EEF Effective Professional Development	
Mastering Number Programme – Rec, Year 1, Year 2 and Year 3 intervention	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. According to EEF research the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 3 and 4
DHT enrolled on NCETM Professional Development Lead Maths course and Maths Lead practitioner a Mastery Specialist for NCETM.	School Maths Lead Practitioner awarded position of Mastery Specialist for NCETM. Training during 24-25. Will implement skills, knowledge and strategies learned across school- specifically for developing teacher's knowledge. DHT enrolled in NCETM Professional Development Lead Maths course which supports and trains on delivering high quality professional development at the school level. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 3 and 4
SEND/CO out of class support time to support SEND/PP children	Enables more time to be assigned to making sure relevant outside agencies and where appropriate EHCPs are put in place.	3

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

Budgeted cost: £18,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured Interventions, including nurture</i>	EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. This may vary from	1 and 2

<p><i>support, and targeted use of support staff in classes.</i></p>	<p>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>	
<p><i>Home learning and homework club</i></p>	<p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</p> <p>Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 5</p>

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

Budgeted cost: £38, 890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Supporting mental health and well-being.</i></p>	<p>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.</p> <p>Improving Social and Emotional Learning</p>	<p>2</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>	<p>5 and 6</p>
<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 activities may increase pupil attendance and retention.</p> <p>EEF Toolkit Physical Activity</p>	<p>6</p>
<p>Learning mentor employed to meet the increasing and complex needs to families</p>	<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>	<p>2, 5 and 6</p>

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><u>Behaviour Change: School Attendance, exclusion and Persistent Absence 2017</u></p>	1 and 5
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Total budgeted cost: £109.567

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 2023 to 2024 academic year.

Summary of Impact – 2023-24	
Activity Planned	Summary and Impact
First Quality Teaching	
<i>Release time from classes to cover 1:1 feedback, PIXL analysis and pupil progress.</i>	RSL leader has completed pupil progress meetings across the year to identify children to target in class and children to target for interventions.
<i>Develop a whole school approach to the teaching of English</i>	T4W chosen as the approach to implement across the school. Advisor from Montgomery School set up working party at the start of the academic year. Whole school training provided in September. Non-fiction planning training provided to teachers in November Training continued across the year. Impact seen across the school – common approach to the teaching of writing now evident across the school. Common language used by staff in all writing lessons. CPD towards this to continue into year 2.
<i>Quality first teaching and support with a focus on CPD.</i>	Walk thrus introduced through MAC inset training day – 19.2.24, starting with a focus on live modelling Teaching and Learning focus for the school continues to provide CPD for staff linked to Rosenshine’s Principles of instruction.
<i>Reading resources</i>	Literacy Shed Plus subscription to provide quality texts for reading lessons. Selection of new texts purchased across the school to align with new T4W approach to English teaching.
Targeted Support	
<i>Structured Interventions, including nurture support, and targeted use of support staff in classes.</i>	Lego Therapy club started in the autumn term at lunchtimes.

	<p>SENDCO has led on monitoring interventions across the school, ensuring TAs are recording when interventions are taking place. SENDCO has introduced groupings for targeted SEND interventions.</p> <p>Zones of Regulation work with targeted children. Use of praise books. Listening skills intervention each week with targeted children which as a strong social skills component. Outside agency supports with mental health/ confidence building a part of attendance work.</p>
<i>Online learning</i>	TT Rockstars provides support for preparing children for the MTC in year 4.
<i>Small group tuition</i>	<p>After school tutoring predominantly offered in the autumn and spring terms to year 6 pupils for writing and maths.</p> <p>Transisiton tuition sessions offered in summer 2 term to years 1, 2, 3 and 5.</p>
Whole School Wider Strategies	
<i>Supporting mental health and well-being.</i>	<p>Across the year 14 children have received 1:1 counselling session from a trained counsellor impact seen on children's behaviour in class.</p> <p>Across the year the curriculum has opportunities to celebrate a variety national day – anti-bullying week, mental health awareness, grief awareness, etc. Impact seen through children being provided with opportunities to reflect in PSHE lessons.</p> <p>SEND TA has completed emotional interventions for a small group of targeted children across the school. Impact seen in behaviours in class and application of strategies taught.</p> <p>CCT check ins have been provided to children where needed. Impact seen on application of strategies taught in classes.</p> <p>Year 6 to 7 transition work completed with small group of children</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 	<p>Parents have been invited in to share in Advent morning in all classes across the school. In November, EYFS shared a storytelling session with parents. All Nursery parents attended and 50% of Reception parents attended. ASD coffee mornings, EAL support and various SEND coffee mornings led by SENDCO across the year.</p> <p>Family supported with uniform costs (1 family – 3 children) Panto tickets supplied to 5 PP families.</p>

<ul style="list-style-type: none"> • Parent invites to English and Maths lessons • Uniform costs 	<p>Maths parent workshops held across the whole school by maths lead over the year. Good attendance from parents.</p>
<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>Year 3 and 6 shared in the Holy Cross MAC celebrations at the start of the academic year at the Coventry Cathedral followed by a tour around the cathedral. Year 4 visited the Herbert Art Gallery in November to learn about sculpture to support their art curriculum teaching. Year 6 visited the Blitz exhibition in the Coventry Cathedral to further enrich their learning on WW2 in November. Year 3 visited Cotswold Wildlife Park as part of the Science learning. Year 1 visited Ryton Pools. Years 2 and 5 visited the Space Centre.</p> <p>Across the school a variety of after school provision is in place, this includes: choir, coding, dance, football, gymnastics, multi skills, Marvellous Mondays (library time). All clubs have full attendance.</p>
<p>Learning mentor employed to meet the increasing and complex needs to families</p>	<p>Our learning mentor continues to provide support across the school to meet the needs of our families. This includes welfare checks, attendance monitoring, financial support, etc.</p> <p>At Christmas hampers and panto tickets were provided to several of our families across the school.</p>
<p>Attendance to be tracked and rigorously monitored</p>	<p>Attendance is rigorously and regularly checked and monitored by our learning mentor and deputy head.</p> <p>26/10/23: Total attendance 96.8%, PP 95.2%, Non-PP 96%</p> <p>Jan 24 – PP 91.9% Non-PP 94.8%</p> <p>July – PP 92.7%</p>
<p>Breakfast club provision</p>	<p>Attendance to breakfast club is generally between 20-30 pupils.</p>

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?	Service pupil premium child allocation was spent on pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral support has been provided where necessary.

Further information (optional)

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