



# Pupil premium strategy statement 2023-24

This statement details St. Augustine's Catholic Primary School's use of pupil premium for the 2023 to 2024 academic year 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 Catholic Primary, Hythe.
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was initially published	October 2023
Date on which it will be reviewed	July 2024 (Reviewed every year)
Statement authorised by	Nicola Clarke, Headteacher
Pupil premium lead	Sarah Thompson, Senior Leader & SENCo
Governor lead	Ivan Hart

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£37,830</b>

## Part A: Pupil premium strategy plan

### Statement of intent

High “quality first” teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably in its targeted support for pupils who are pupil premium and AEN.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified (through robust tracking)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- implement “help stations” for all children and working walls to aid memory, recall and independence
- provide a rich and varied offer within our curriculum and through our extracurricular activities to ensure disadvantaged pupils benefit from broader learning experiences and interactions throughout their school day

At St. Augustine’s our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or maybe for example, a young carer.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Vocabulary/Oracy</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. <b>SENCo to work closely with Speech and language link therapist to consider targeted interventions and to audit the school environment to develop a 'language rich approach' across the school.</b></p>
2	<p><b>Reading</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and links to the trend that these pupils become less engaged and willing readers by KS2. <b>English Lead to work with Phase Leads to research and purchase engaging texts to complement the phonics scheme and to develop the culture of reading in KS2 to engage and entice reluctant readers. English Lead to use pupil voice to measure impact on pupil attitudes to reading. Reading data to be monitored by phase leads to track progress and attainment of identified pupils through the year.</b></p>
3	<p><b>Maths</b></p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is erratic. <b>Maths Lead to profile specific disadvantaged pupils to track their learning gaps (3 time per year) and consider support and approaches to improve progress measures.</b></p>
4	<p><b>Knowledge and skills gaps</b></p> <p>Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures post-pandemic. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially with writing. <b>Phase Leads to focus on tracking writing through the key stages to discern the barriers and gaps to achievement in this area. Once identified through assessed and moderated writing, phase leads and English Lead to create a targeted action plan of support in these areas.</b></p>
5	<p><b>Wellbeing</b></p> <p>Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. This will include after school clubs/activities/breakfast club/school trips including residential and instrument tuition. Headteacher and Senior Leader to plan for the</p>

	additional support of an ELSA in school to be trained and provided with time to support specific children.
6	<b>Rosenshine focus-teaching and learning for all pupils</b> Whole school focus on approach to teaching and learning. Staff now trained on Rosenshine Principles. Senior Leaders will link this approach to the new Curriculum we have bought for this academic year, with a focus on promotion of outcomes for disadvantaged pupils.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and learning environments.
2. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that 100% of disadvantaged pupils met the expected standard.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that 100% of disadvantaged pupils met the expected standard.
4. Knowledge and skills gaps to be filled.	Progress of disadvantaged pupils is tracked by SLT and staff are clear on their responsibility to ensure that disadvantaged pupils are kept on track. Advice to be sought quickly if not and interventions implemented to fill the gap.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

<p>6. To improve Teaching and Learning across the whole school by implementing strategies such as cold calling, interleaving, modelling, no hands, etc.</p>	<p>Assessments and observations indicate significantly improved teaching and learning (consistent experience) for disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
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## 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: £20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Repeated purchase of standardised diagnostic assessments and training for staff and SLT on Fisher Family Trust data tracking.</p> <p>(PIRA/PUMA, also considering an alternative)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources (chromebooks) and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

<p>Continued training and visits from Unlocking Letters and Sounds consultant - a <a href="#">DfE validated Systemic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. After school boosters and small targeted groups to be offered.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Staff members identified to attend Maths development training.</p> <p>We will fund teacher release time to coordinator and CPD time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Sandgate training for 2 staff members. CPD training for all staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for some TAs</p> <p>e.g. ELSA training, Drawing and Talking/Lego Therapy, etc. After school sessions to be offered.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

**Budgeted cost: £9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with Speech and Language Link therapist to monitor and develop the use of Speech and Language Link resources through the school to develop oracy and language for all pupils. Time for SENCo and other teachers to be released to work with the Speech and Language therapist for CPD, training and use of resources.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered mainly in EYFS/KS1 but for a few pupils will continue in KS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: **£8,830**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for dedicated staff to develop and implement new procedures and to monitor attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This will be monitored consistently in school for all pupils.	6
<b>Subsidy for wrap-around care and extra-curricular activities</b>		

<p>£20 budget per child per year to pay towards trips and learning activities that come at cost to parents (Total of up to £620)</p> <p>Contribution towards wrap-around school care, on a needs basis per child, with maximum contribution of one day's after school care paid for for all year per child (maximum spend potential (£7,440).</p>		
<p><b>Contingency fund for acute issues. (£770)</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022/2023

This details the impact that our pupil premium activity has had.

Targeted testing (PIRA/PUMA) and FFT tracking has ensured improved tracking and assessment procedures are in place. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil which has informed planning and targeted support across the school.

Our internal assessments suggest that there has been an improvement in phonics knowledge and vigorous progress measures implemented through our Unlocking Letters and Sounds phonics program (81% of pupils passed the phonics check in 2023, inclusive of 100% of Pupil Premium pupils). This is mainly with EYFS and KS1 pupils but other measures including “keep up rather than catch up” phonics has been implemented as well as specific interventions and reading strategies for KS2 pupils. Year Two phonics 2023 data showed 50% of pupil premium pupils retaking passed,

There has been enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Staff members identified to attend Maths development training. (100% of PP pupils in Year 2 achieved Exp+ in Maths; 75% of PP pupils in Y4 achieved a score of 20+ in the times table check; 25% of PP pupils in Y6 achieved Exp+).

SEL approaches are now embedded into routine educational practices and supported by professional development and training for some TAs (3 trained members of staff for Drawing and Talking, all support staff trained in Lego Therapy).

Embedding principles of good practice set out in the DfE’s [Improving School Attendance](#) advice is still a focus. Attendance improved 2022-2023, with overall attendance of PP pupils being in line with the wider school, at 98.7%. This will continue to be a focus within the school, with the newly appointed Senior Leader and Phase Leaders monitoring attendance and supporting families as necessary.

The “St Augustine’s Experience” planning scheme is now complete but being developed. This will offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. In line with this, 52% of PP pupils attended extra-curricular after school activities through 2022-2023. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, especially with activities that give children experiences that they would not normally get a chance to participate in.

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service children
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Additional activity**

#### **Planning, implementation, and evaluation**

We looked at several reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours and contacted schools with some high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.