



Pupil premium strategy statement 22-23

This statement details St. Augustine's Catholic Primary School's use of pupil premium for the 2022 to 2023 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	198
Proportion (%) of pupil premium eligible pupils	15.5 %
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2022/2023 2023/2024
Date this statement was initially published	December 2022
Date on which it will be reviewed	July 2023 (Reviewed every year)
Statement authorised by	Nicola Clarke, Headteacher
Pupil premium lead	Sarah Crook, Deputy Headteacher
Governor lead	Ivan Hart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,635
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47, 635

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’re 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
- To implement “help stations” for all children and working walls to aid memory, recall and independence.

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
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1	<p>Vocabulary/Oracy</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. SENCO (ST) to research programs with STLS.</p>
2	<p>Reading</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. Investment needed in engaging and modern books, including those that show positive role models related to our society.</p>
3	<p>Maths</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is erratic. This is clear that an individual case by case tracking system is key to use at St. Augustine's Catholic Primary School.</p>
4	<p>Knowledge and skills gaps</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 (still bubbles last year) to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially with writing. We initially appointed a catch-up teacher for Y5/6 to have impact with this and have now adapted groupings and interventions in YR/KS1 and lower KS2 to help fill these gaps. This is reflected in our new phonics programme.</p>
5	<p>Wellbeing</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 residentials and instrument tuition.</p> <p>As part of the school improvement plan ST(SENCO) focusing in on intervention development across school.</p>
6	<p>Rosenshine focus-teaching and learning for all pupils</p> <p>Whole school focus on approached to teaching and learning. Staff now trained on Rosenshine Principles.</p> <p>This training is for all staff and will improve outcomes for all pupils, including those that are disadvantaged.</p>

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 and ongoing formative assessment. Using methods such as seven pillars.
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">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
6. To improve Teaching and Learning across the whole school by implementing strategies such as cold calling, interleaving, modelling, no hands, etc.	Assessments and observations indicate significantly improved teaching and learning (consistent experience) for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,166

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)</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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 (iPads) 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Continued training and visits from Unlocking Letters and Sounds consultant - a DfE validated Systematic Synthetic Phonics programme 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	<p>3</p>

<p>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 National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<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., 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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £8,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. ST (SENCO) to purchase after researching.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4

<p>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</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for dedicated staff to develop and implement new procedures and to monitor attendance.</p>	<p>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.</p>	<p>6</p>
<p>Contingency fund for acute issues.</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

This details the impact that our pupil premium activity.

Targeted testing (PIRA/PUMA) and FFT tracking has ensured tighter tracking and assessment procedures are in place. 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.

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. 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.

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.

There has been evidence in Improvements in the quality of social and emotional (SEL) learning.

SEL approaches are now embedded into routine educational practices and supported by professional development and training for some TAs (e.g., PF/PB) e.g., Drawing and Talking/Lego Therapy, etc. After school sessions to be offered.

Embedding principles of good practice set out in the DfE’s [Improving School Attendance](#) advice is still a focus. This will involve training and release time for dedicated staff to develop and implement new procedures and to monitor attendance with the assistance of CW our SIA.

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. 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.