

Pupil Premium Strategy Statement



ST AUGUSTINES SCHOOL AND NURSERY

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview (2023-24)

Detail	Data
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	50% (68 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	September 2023
Date on which it will be reviewed	Annually: September 2024
Statement authorised by	Toni Woodhead
Pupil premium lead	Nedra Sothern **interim Head - John Marciniak
Governor / Trustee lead	Toni Woodhead Steve Jevons - HFCMAT

Funding overview (2023-24)

Detail	Amount
Pupil premium funding allocation this academic year	PP £97485 (£1455 x 67) PP+ £2410 (£2530 x 1)
Recovery premium funding allocation this academic year	£9860 (£145 x 68)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109755

Part A: Pupil premium strategy plan

Statement of intent

At St Augustine's we aim for all children to reach their potential, especially those who are disadvantaged. All staff and stakeholders:

- believe in the unseen potential of all children
- adopt a solution-orientated approach to overcoming barriers
- support children to develop 'growth mindsets' towards lifelong learning
- are involved in the analysis of data and identification of pupils
- ensure pupil premium children benefit from the funding, not just those who are under-performing

We prioritise reading and language development as the main driver for progress for all children: when children read fluently they are able to access all areas of the curriculum more easily.

Some children also benefit from intensive emotional support if this is a barrier to learning and participating in a broad and balanced curriculum.

We educate for the wider world by providing a rich range of funded extra-curricular activities.

As the budget for pupil premium is above average, all interventions are thoroughly researched to optimise progress. Interventions are bespoke and personalised to the individual student.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is more evident in F2 and KS1.
2	Assessments and observations in KS2 indicate some disadvantaged pupils may still experience vocabulary deficits which can limit speed and fluency in functional reading.
3	A proportion of disadvantaged children are persistently absent, hindering their access to full sequences of learning and therefore adversely affecting attainment across subjects
4	Social and emotional needs of some disadvantaged children impacts on their progress rates across subjects

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
<i>Improve attendance of disadvantaged children</i>	<ul style="list-style-type: none"> - the % of persistently absent disadvantaged children reduces each year of this plan - attendance rates for all children, in particular disadvantaged, improves each year of this plan
Improve attainment in reading across Key Stages	<ul style="list-style-type: none"> - Every child's reading age shows marked improvement each year (NFER tests) - Phonics results in Yr 1 are at least in line with national year on year - 100 % of pupils pass the retake in Yr 2 - Attainment in reading at the end of KS2 is at least in line with national figures year on year
Improved well being of children who are disadvantaged	<ul style="list-style-type: none"> - every disadvantaged child benefits from the school's wider offer / extra curricular opportunities - all children benefit from enrichment and residential activities on offer relative to year groups - every disadvantaged child has access to breakfast club.

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)

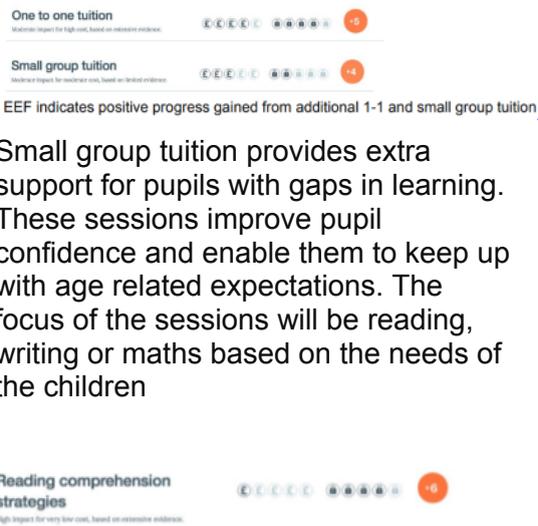
Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of additional TAs</i> £40000	<p>Teaching Assistant Interventions </p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>Well trained TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions</p>	1, 2 & 4

	is tracked for effectiveness and interventions enable children to access their age-related curriculum. EEF evidence supports this approach	
<i>Use of additional teacher to reduce class size</i> £44,000	EEF evidence supports this approach. Not mixing year groups supports teachers in delivering a mastery curriculum and allows more time for quality interactions and the quantity of feedback children receive in order to accelerate progress	1 & 2
<i>CPD</i> £3,000	EEF evidence supports this approach. Staff having secure subject knowledge of how children learn to read and how to support struggling readers is essential. All staff will benefit from refresher training in phonics and the effective teaching of reading through our Pathways curriculum. All teachers will be retrained on embedding formative assessment	1 & 2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one and small group tuition, including Reading interventions.</i> £5000	 <p>One to one tuition Medium impact for high cost, based on extensive evidence</p> <p>Small group tuition Medium impact for medium cost, based on limited evidence</p> <p>EEF indicates positive progress gained from additional 1-1 and small group tuition</p> <p>Small group tuition provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence</p> <p>Focus on reading comprehension strategies can accelerate progress for struggling readers significantly</p>	1 & 2

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support £6000	EEF evidences that a role within the school to target support towards improving Social and Emotional Learning can have a 4 month positive impact on children - particularly in areas with higher proportions of disadvantaged pupils.	3 & 4
Free breakfast club £7000	EEF evidences that attendance and therefore attainment can improve if children have access to breakfast club before school	3 & 4
Use of Educational Welfare Officer - buy back of additional support beyond SLA £3000	Enlisting the support of our EWO will provide further capacity to support families where attendance needs to improve	3 & 4
Enable full participation in wider school life by funding extra-curricular activities. Maintain good levels of attendance and foster positive attitudes towards learning. External companies delivering after school provision completely free to children £500	Attendance figures are high because engagement in the broad curriculum is high. School attendance: guidance for schools - GOV.UK (www.gov.uk) Participation in a wide variety of arts, sport and extra curricular activities promotes a healthy lifestyle, wellbeing and positive mental health Arts participation EEF (educationendowmentfoundation.org.uk)	3 & 4
Residential trip subsidy - Year 4, 5 & 6 £1000	Children's well being improves from participation in residential activity	3 & 4

Ensure all pupils are equipped to start school with the full uniform, instilling a sense of belonging £500	Families are supported with the cost of uniform. Children feel proud to wear our uniform and want to come to school, therefore improving attendance	3 & 4
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Total budgeted cost: £110,000

Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged pupils

End of KS2 attainment - July 2023

% of PP children achieving ARE combined RWM = 80%

% of PP children achieved ARE in reading = 80%

% of PP children achieved ARE in writing = 80%

% of PP children achieved ARE in maths = 80%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider