

Pupil premium strategy statement – St Augustine of Canterbury Catholic Primary School

This statement details St Augustine of Canterbury's use of pupil 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

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs L Prestidge
Pupil premium lead	Mrs A Liggins
Governor Lead	Mr J Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April 2025-March 2026)	£43,995 which includes current FSM, Ever 6 and PLAC funding
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0 n/a
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>	£43,995 up until new budget in April 2026

Part A: Pupil premium strategy plan

Statement of intent

Our Mission Statement

"I called you by your name, you are mine." Isaiah 43

Our mission at St. Augustine of Canterbury Catholic Primary School is to provide a learning environment in which all children and staff reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.

All our work is inspired by the teachings of Christ and His Church. Working in partnership with parents and carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.

We are an inclusive community, welcoming and accepting all who enter our school, regardless of ability or background; teaching children to be understanding of the world they are growing up in, together with learning how to live alongside and respect diversity within our society.

At St Augustine of Canterbury, we have high aspirations, and our intention is that that all children, 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 children to achieve that goal, including progress for those who are already high attainers.

We are committed to meeting the children's social, emotional and academic needs within a caring and nurturing environment. Supporting our children's health and wellbeing to enable them to give them a readiness to access learning at an appropriate level is key.

We provide quality first teaching and aim to identify barriers that need to be addressed and the targeted interventions required, whether in small groups, large groups, the whole class or as individuals and we are determined to provide the support and guidance that the children need to help them overcome these barriers and close the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children.

In addition to this, we aim to provide children with access to a variety of exciting opportunities and a rich and varied curriculum.

We recognise the important role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to pupil progress and the positive contribution to their child's achievements in school. We will consider the challenges faced by vulnerable children and understand that they may need help and the Early Help lead will support parents experiencing difficulties with housing, mental health or managing their children's behaviour or attendance.

Challenges

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

Challenge number	Detail of challenge
1. SEMH	Observations and discussions with pupils and families have identified social and emotional issues. Some children lack self-belief, confidence, determination and resilience. 17% of the children in receipt of Pupil premium require additional support with social and emotional needs and are receiving either small group intervention or individual play therapy within school.
2. Academic	Lower reading and writing attainment and slow progress rates including difficulties in phonics, reading, decoding and the development of comprehension skills including inference and deduction. This negatively impacts their development as readers. Assessments with children suggest that some disadvantaged children generally are having greater difficulties with phonics than their peers. 50% of the phonics retakes were pupil premium children. Of these 1 met the pass threshold. (1/3 passed). 25% of pupil premium did not reach the expected standard for reading at the end of key stage two.
3. Academic	Mathematical understanding- working on recall of number and reasoning skills so that children can develop confidence and accuracy in maths. The children have gaps and misconceptions and can find it difficult to retain/recall prior knowledge.
4. SLCN	Assessments, observations and discussions with pupils have indicated underdeveloped language skills, some difficulties with their receptive and expressive language and vocabulary. 21% of the children in receipt of pupil premium had/have speech and language needs with 4% continuing to receive external speech therapist support. Continued SLCN support and intervention has a positive impact on reducing the need for external specialists.
5. External barriers	Low attendance issues including those that have been 'persistently absent.' 29% of our disadvantaged pupils are 'persistently absent.' There is a continued drive to improve attendance and reduce the proportion with persistent absence.
6. External barriers	Cost of living, mental health and family problems can have an impact on children's health and well-being in school. Support from external agencies, such as Early Help may be required.

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
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<p>To improve the provision for disadvantaged children so that they make at least expected progress from their individual starting points, and aim to make accelerated progress towards achieving the standards of which they are capable in all areas of the curriculum and especially in reading, writing and maths.</p>	<p>Success will be shown in the children from this group making progress in line with other children or that they have made the expected progress for their ability.</p>
<p>The gap is narrowed in the progress and attainment of Pupil Premium children and non-PP children.</p>	<p>Key stage 2 maths and reading outcomes at the end of the year show that outcomes for disadvantaged children align to their peers and that they will have made the expected progress for their ability.</p>
<p>To ensure that the children who have fallen behind receive targeted high-quality intervention.</p>	<p>KS2 outcomes for 2025/26 will show that at least 71% of disadvantaged children meet the expected standard for reading, writing and maths combined with 43% working above.</p> <p>Times tables check results for disadvantaged pupils achieve in line with their peers.</p> <p>Phonics results improve and show good progress for disadvantaged pupils.</p> <p>Analysis of interventions will show that they have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> <p>Consistent implementation of excellent practice and high expectations across the school.</p>
<p>Improved speech, language and vocabulary skills particularly for Pupil Premium children in EYFS and KS1 and 2,</p>	<p>Success will be shown in significantly improved oral receptive and expressive speech and language. This is evident when triangulated with other sources of evidence, including engagement in lessons and other formative assessments. Success will also be shown through achievement of targets from specialist speech and language therapy support plans.</p> <p>Parents are engaged in the development of their child's speech and language.</p>
<p>To ensure that the children with entitlement to pupil premium are able to manage socially and emotionally in school. To achieve and sustain improved wellbeing for all children in our school particularly our disadvantaged children.</p>	<p>Immediate concerns for their SEMH needs are addressed with the appropriate level of support.</p> <p>Success will be shown in a positive mental well-being and improved resilience in our children with a readiness to learn. Focus on mindfulness and raised awareness of mental health and a whole school approach using the 'Zones of Regulation' to foster self-regulation and emotional control in all pupils.</p> <p>SENDCo/Early help lead will identify and support families and children working to</p>

	<p>alleviate barriers to learning and signposting where necessary.</p> <p>Identified children are invited to Nurture or Draw and Talk therapy or to Specialist Play therapists. Other agencies may be involved.</p> <p>Sustained high levels of wellbeing from 2025/26 demonstrated by qualitative data from pupil voice and teacher observations</p> <p>Pupils in receipt of emotional support can identify and use tools to co/and or self-regulate their emotions at an age appropriate level.</p>
<p>Pupil Premium children have a breadth of experiences that enable them to contextualise their learning.</p> <p>We will deliver an engaging, broad and varied curriculum.</p>	<p>We will use the Kapow Curriculum to plan an exciting and varied curriculum with a range of experiences to inspire and enhance learning and make it memorable.</p> <p>Children will be exposed to a variety of social, cultural, enrichment and sporting experiences within the school day and during extra-curricular activities.</p> <p>There will be a significant participation in enrichment activities, particularly among disadvantaged children. This includes Art projects.</p> <p>Home learning includes projects to support the links between home and school to enrich the children's learning experiences more.</p> <p>Improved confidence, engagement and success in activities across all areas.</p> <p>Subsidy of places on school trips including residential, clubs and breakfast/after school places.</p> <p>Pupils have opportunities to attend extra curricular clubs and have music/instrument lessons from specialist teachers</p>
<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>Sustained high attendance from 2025/26.</p> <p>Barriers to attendance are identified and strategies implemented successfully.</p> <p>Persistent absence to reduce.</p> <p>Disadvantaged children will match or exceed national attendance averages for non-disadvantaged children.</p> <p>Monitoring of attendance, communicating effectively with EWO in order to increase Pupil premium children's' attendance</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our literacy teaching and curriculum planning.</p> <p>Secure strong phonics teaching for all children with additional targeted phonics sessions for disadvantaged children who require further phonics support.</p> <p>Phonics 'My letters and Sounds' scheme embedded across Key Stage One.</p> <p>Annual purchase of phonics and CGP booklets</p> <p>Allocation of funds for reading and writing initiatives and continuing CPD for teachers and TAs across school and subject leader release time to support quality first teaching and learning.</p> <p>Nessy, Phonics Play, Literacy shed plus, Sumdog grammar and spelling subscriptions</p> <p>Beanstalk reading helpers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 4
<p>Enhancement of Maths teaching and curriculum planning in line with DfE and EEF guidance</p> <p>Allocation of funds for maths initiatives and continuing CPD for teachers and TAs across school to support quality first teaching and learning.</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.</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>	3,

White Rose Maths CPD for all staff, Sumdog, Maths hub, Timestables rockstars subscriptions Ongoing CPD meetings including maths hub	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Purchase of standardised diagnostic assessments including NGRT and NGST and Rising Stars. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they received the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3, 4
Disseminating CPD from Network meetings giving subject leaders deep subject knowledge and the tools to support teachers to plan 'hook' lessons in all subjects. Coaching, team teaching- Supply cover for teacher release. Ongoing CPD through the National College	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3, 4
Improve the quality of social and emotional learning and promote positive mental wellbeing. Continue with trauma informed practice training and linked to the Medway TIP training. Approaches will be embedded into routine educational practices and supported by professional development and training for staff. Engages with local authority PINS project to source additional training and support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1
Embedding dialogic activities across the school curriculum. These can support pupils to	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom	4

<p>articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources including Speech and Language Link and fund ongoing teacher and teaching assistant training and release time</p>	<p>discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using Pupil premium funding</p> <p>Interventions to be monitored by SENCo/Pupil Premium lead.</p> <p>Interventions are carried out by:</p> <ul style="list-style-type: none"> - SENDCo support - Fluid interventions led by teachers/teaching assistants <p>External agencies</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3
<p>Engaging with an external tutoring programme to offer one to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3

<p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>		
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have shown to be more effective when delivered over regular sessions over a period of up to 12 weeks.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Allocations of funds for reading, writing and maths initiatives, subscriptions and high-quality texts including:</p> <ul style="list-style-type: none"> • Times tables Rock stars • Online learning programmes including Nessy, • White Rose Maths • Sumdog • Literacy Shed 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2, 3
<p>Speech and Language interventions for targeted children</p> <ul style="list-style-type: none"> - SALT support <p>Purchase of Speech Link and Infant and Junior Language link to improve listening and vocabulary skills for disadvantaged pupils who have relatively low speech and language skills.</p> <p>Funding to pay for ongoing monitoring from the speech and language therapist</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £8,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify and support families and children and work with other agencies to alleviate barriers to learning.</p> <p>Early Help lead to support families with high need SEN/Pupil Premium</p> <p>Vulnerable children to be supported through small group wellbeing sessions including Nurture sessions, Lego therapy, external play therapy, Drawing and Talking</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life eg improved academic performance, attitudes, behaviour and relationship with peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	6
<p>All children to be given opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences including Year 6 residential.</p> <p>Engage with external agencies to provide opportunities for in school and after school clubs</p>	<p>HYPERLINK</p> <p>"https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	<p>1"</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>

Well established breakfast and after school club	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res#:~:text=Breakfast%20clubs%20that%20offer%20pupils.by%20the%20Education%20Endowment%20Foundation	6
<p>Headteacher to ensure parents are made aware of expected attendance levels when they fall below 90%</p> <p>Partnership working with EWO re pupils <90%.</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Use of Studybugs to support this.</p> <p>Complete the Emotional School Based school avoidance training course. Training of all staff to complete stage one so EBSA can be implemented as a whole school approach</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Whole staff training on behaviour management and emotional wellbeing and sensory regulation.</p> <p>Continue including Zones of Regulation into daily teaching and learning and to have a universal language across the whole school when speaking about and exploring emotions.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1

Support pastoral needs through Playground leaders, Nurture and Emotional Wellbeing support	The Zones of Regulation is based on years of field based clinical experience by program author, Leah Kuypers. The Zones of Regulation methodology and teaching approach is built upon leading neuroscience and cognitive theories, integrating evidence-based practices.	
To train up an ELSA to work with identified children to support positive behaviour and attitude to learning	ELSA is an initiative developed and supported by educational psychologists	
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £43,995

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 2024-25 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and local level.

In order to achieve the outcomes that we set out to achieve by 2024/5, as stated in the Intended Outcomes section above, we needed to continue to focus on supporting our disadvantaged pupils to making accelerated progress in their learning to achieve the expected and higher standard both in Key Stage One and Two, as well as achieving the expected threshold for Phonics.

We continued to ensure that we put the children's wellbeing at the forefront of all our work, recognising that having positive mental health is an essential element to being able to make progress across all areas of learning. The 'Zones of Regulation' are now consistently present throughout the school and in every classroom to promote positive wellbeing. We continued to utilise the professional expertise of a trained play therapist in school to support the emotional needs of the more vulnerable.

Children had many life skills curriculum opportunities which ensured that children have a wide variety of skills and experiences to prepare them for the next stage of their education including work on finance and cooking and baking opportunities.

We continue to focus on reducing our persistent absences, particularly among pupil premium children.

Year 6 data shows that 75% of pupils achieved the expected standard in reading and maths with 100% achieving the expected standard in writing. The pupil premium children exceeded the National average in each subject.

We need to continue to work on raising the progress in phonics as children in receipt of pupil premium did not meet the pass threshold at the end of year one, and only 33% of children in receipt of pupil premium taking the retake met the pass threshold at the end of Key stage one.

The children in receipt of pupil premium completing the Timestables average point score was 20.2, this compares to 22.3 for the class. Estimated national 21.1

KEY STAGE ONE DATA:

MEETING THE EXPECTED STANDARD

	<i>St Augustine of Canterbury</i> <i>All children</i>	<i>St Augustine of Canterbury</i> <i>Children in receipt of Pupil premium</i>	<i>Medway</i>	<i>National</i>
Reading, writing, maths combined	79.3%	0		
Reading	86%	50%	68%	67%
Writing	79%	0	60%	59%
Maths	86%	50%	70%	69%
GPAS	86%	50%		

KEY STAGE TWO DATA

	<i>St Augustine of Canterbury</i> <i>All children</i>	<i>St Augustine of Canterbury</i> <i>Children in receipt of Pupil premium</i>	<i>Medway</i>	<i>National</i>
Reading, writing, maths combined		50%	59.5%	62%
Reading	78%	75%	71%	75%
Writing	93%	100%	72%	72%
GPAS	78%	75%	66%	73%
Maths	78%	75%	71%	74%

Externally provided programmes

Programme	Provider
Nessy reading and spelling program	
Sumdog	
Progress Tests	Rising stars
Beat Dyslexia	
Times tables Rockstars	
Speech and Language Link	Speech Link

