

# Pupil premium strategy statement

This statement details St Augustine of Canterbury’s use of pupil premium (and recovery premium for the 2021 to 2022 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 of Canterbury Catholic Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Prestidge (Headteacher)
Pupil premium lead	Angela Liggins (SENCO)
Governor / Trustee lead	Clive Mailing (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>April 2021- March 22 £38,280 New financial year (April 2022-March 2023) approx. £39,420</b>
Recovery premium funding allocation this academic year	<b>£4060</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,340

# Part A: Pupil premium strategy plan

## Statement of intent

### Mission Statement

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

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

At St Augustine of Canterbury, we have high aspirations for our children and we believe that all learners should be able to reach their full potential.

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.

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 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	Detail of challenge
1. SEMH	Impact of school closure due to Covid-19 on pupil wellbeing and emotional support for all pupils, including those eligible for Pupil Premium. Some pupils lack self-belief, confidence, determination and resilience.
2. Academic	Lower literacy attainment and slow progress rates including difficulties in phonics, reading, decoding and the development of comprehension skills including inference and deduction
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 find it difficult to retain/recall prior knowledge.
4. SLCN	Speech and Language- developing early language skills and addressing the understanding and expressive language difficulties
5. External barriers	Low attendance issues. Academic Year 20/21 attendance for whole school was 96.2% compared to 94% for Pupil Premium children.
6. External barriers	Family issues and parental support, some of which require support from external agencies, such as Early Help, Finance and Housing.

## 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
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.	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. 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.
The gap is narrowed in the progress and attainment of Pupil Premium children and non-PP children.	Consistent implementation of excellent practice and high expectations across the school.
To ensure that the children who have fallen behind receive targeted high-quality intervention.	

<p>Improved speech, language and vocabulary skills particularly for Pupil Premium children in EYFS and KS1.</p>	<p>Success will be shown in significantly improved oral receptive and expressive speech and language.</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.</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.</p> <p>SENCO will identify and support families and children working to alleviate barriers to learning and signposting where necessary.</p> <p>Identified children are invited to Nurture, Lego or Draw and Talk therapy.</p> <p>Other agencies are involved.</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 Cornerstones 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>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>All Pupil Premium children will meet national expectations for attendance.</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>
<p>Pupil Premium children are supported for social, emotional and health needs to fully access the curriculum.</p>	<p>Other agencies will be involved and signposted.</p> <p>Early Help intervention support for families as required.</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: £10,000

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>Allocation of funds for reading and writing initiatives and continuing CPD for teachers and TAs across school to support quality first teaching and learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	3,
<p>Purchase of standardised diagnostic assessments.</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 received the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3, 4
<p>Disseminating CPD from Network meetings giving subject leaders deep subject knowledge and the tools to support</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-">https://educationendowmentfoundation.org.uk/support-for-</a></p>	1, 2, 3, 4

<p>teachers to plan 'hook' lessons in all subjects.</p> <p>Coaching, team teaching- Supply cover for teacher release.</p> <p>Staff training including in specific areas of need e.g. Dyslexia, Sensory and emotional regulation, Neurodiversity</p>	<p><a href="#">schools/school-improvement-planning/1-high-quality-teaching</a></p>	
<p>Improve the quality of social and emotional learning and promote positive mental wellbeing</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using catch up/school led funding and Pupil premium funding</p> <p>Interventions to be monitored by SENCO.</p> <p>Interventions are carried out by:</p> <ul style="list-style-type: none"> <li>- experienced teachers via the National Tutoring programme and teachers within school</li> <li>- Teachers provide small group before/after school tuition to targeted pupils.</li> <li>- SENCO support</li> <li>- Fluid interventions led by teachers/teaching assistants</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2, 3
<p>Allocations of funds for reading, writing and maths initiatives, subscriptions and high-quality texts</p> <ul style="list-style-type: none"> <li>• Times tables Rock stars</li> <li>• Mathletics</li> <li>• Busters Book club</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	2, 3

<ul style="list-style-type: none"> <li>• Online learning programmes including Nessy, 123 learning</li> <li>• Beat Dyslexia programme where needed</li> </ul>		
<p>Support pastoral needs</p> <ul style="list-style-type: none"> <li>- Lunchtime mentor support</li> <li>- Emotional wellbeing group</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1
<p>Speech and Language interventions for targeted children</p> <ul style="list-style-type: none"> <li>- SALT support</li> </ul>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking and listening show positive impacts on attainment. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: £10,000

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 Nurture sessions, external play therapy, Draw and Talk therapy</p>	<p>Play therapy sessions support children who require specialist support with issues which challenge their access to the curriculum. Draw and Talk and nurture are facilitated by the SENCO and this support is either weekly or “touch-base” sessions based on any needs identified.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	1
<p>Well established breakfast and afters school club</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res#:~:text=Breakfast%20clubs%20that%">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res#:~:text=Breakfast%20clubs%20that%</a></p>	6

	<a href="#">20offer%20pupils.by%20the%20Education%20Endowment%20Foundation</a>	
Headteacher to ensure parents are made aware of expected attendance levels when they fall below 90% Partnership working with EWO re pupils <90%.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5
Whole staff training on behaviour management and emotional wellbeing and sensory regulation	Both targeted interventions and universal approaches can have positive overall effects.	1

**Total budgeted cost: £ [42,000]**



## 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 2020 to 2021 academic year.

During 2019-20 and 2020-21, we ensured that children and their families were prepared for potential bubble closures as a result of COVID-19. Staff had regular contact with families who were isolating, ensuring that laptops were set up and collected for work to be done at home. All pupils had access to remote learning which was carefully planned. Targeted children also benefitted from additional support and interventions when back in school.

Gaps in children's learning were identified after the National Lockdown and were prioritised to support pupils making progress from their starting points.

We ensured and continue to put pupil's wellbeing at the forefront of our planning. Teachers have prioritised well-being and physical activity so that children settled well back into school.

### 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
Maths Tuition	Third Space learning
Nessy online	
123 Maths online	
Progress Tests	Rising stars
Beat Dyslexia	

### 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?	

What was the impact of that spending on service pupil premium eligible pupils?	
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## Further information (optional)

*school provided print outs, school laptops to vulnerable families during the lockdown period.*

*Food vouchers*

*Phone calls home*