

St Augustine's Pupil Premium Strategy Statement

This statement details our school'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. The Pupil Premium is allocated to schools to be used for children from low-income families who are eligible for Free School Meals (FSMs), children who have been looked after continuously for more than six months and children whose parents are currently serving in the armed forces. Since April 2012, Pupil Premium funding was extended to children who have been eligible for free school meals at any point in the last six years.

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 School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	17 pupils 7.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2021-December 2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs Gillian Napier, Headteacher
Pupil premium lead	Mrs Debbie Johnson, SenCo
Governor / Trustee lead	Mrs Norah Flatley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,810
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,810

Part A: Pupil premium strategy plan

Statement of intent

At St. Augustine's, we live the mission statement of our school: ***'We come to school to live and learn happily together, by loving ourselves and each other, as Jesus teaches us.'***

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, as well as socially and emotionally. 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.

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 in 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 approach is 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 continue through our Pupil Progress Meetings to:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our approach is rooted in robust diagnostic assessment and the effectiveness of activities in this strategy are reviewed in our half-termly Pupil Progress Meetings (Headteacher/SenCo and Class Teacher) and individual Class meetings (SenCo and Class Teacher).

Challenges

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

Challenge number	Detail of challenge
1. Gaps in prior learning	To address gaps in prior learning, which have been identified through assessment, observation, pupil voice and monitoring of planning and books.
2. Development of oral language skills	<p>To develop oral language skills and vocabulary gaps among disadvantaged pupils which have been identified through assessments, observations and discussions with pupils.</p> <p>Underdeveloped oral language further impacts on Phonics, Reading, including Comprehension skills and the ability to use ambitious vocabulary in their writing.</p> <p>These are evident from Reception through to KS2 and in general, are prevalent in all our disadvantaged pupils.</p>
3. Parental Engagement & Support and Well Being	Our assessments, observations and discussions with pupils and families have identified mental health and wellbeing for pupils and their families.
4. Attendance	Poor attendance continues to be addressed

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
<p>To provide targeted support to enable all pupils with Pupil Premium, to reach the expected standard or above, and maintain expected or better progress across Reading, Writing and Maths.</p> <p>(1)</p>	<ul style="list-style-type: none"> • Quality-First Teaching across the school, evident when triangulated with other sources of evidence, including engagement in lessons, monitoring of books/planning and ongoing formative assessment. • Positive engagement in additional support groups. • Good parental engagement. – parent survey • Positive pupil voice, evident from meetings • Focus groups. • Assessments show improvements in these areas
<p>To improve oral language skills and vocabulary for pupils with relatively low levels of spoken language skills.</p> <p>(2)</p>	<ul style="list-style-type: none"> • Positive engagement by pupil and family with the Wellcomm programme • Pupils meeting targets achieved. • To support those children with relatively low spoken language skills using the Wellcomm programme • Referrals to the Speech and Language service where concerns are identified • 3 targeted language groups to provide equitable and accessible high quality targeted intervention to enrich the language and communication skills and focus on developing skills in the areas of understanding, talking, attention and listening

<p>To have good relationships with all parents/carers, whose children are eligible for Pupil Premium.</p> <p>(3)</p>	<ul style="list-style-type: none"> • Families are aware of their children’s targets/ progress and are helped to gain the skills required to meet these targets, where appropriate. • Pupil voice, parent surveys, teacher observations. • Meeting notes following meetings with parents/carers. • CPOMs where parents/carers have been signposted.
<p>To show that PPG attendance is in line with other significant groups within the school</p> <p>(4)</p>	<ul style="list-style-type: none"> • Working towards attendance being in line with non-disadvantaged peers. School liaison with families not meeting threshold. • Improvement in attendance seen after school intervention and support.
<p>To show that PPG pupils access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits.</p>	<ul style="list-style-type: none"> • PPG children attend all school and residential trips. • Parents are aware that financial consideration given, where required. • Nearly-new uniform support. • Subsidised activities e.g. Music and Sports Clubs • Hoddesdon and Broxbourne Services: support with electricity and food vouchers, and Christmas gifts • Supermarket vouchers

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: £20,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Quality-First Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF school-improvement-planning.	(1)
Parental Engagement / Support	Parents who attend parent workshops find them beneficial enabling them to support children at home. Parents working in sync with school staff to mirror teaching/support allows for progress. Parents working in partnership with school and signing Home School Agreement, seeing good progress in Reading. EEF Education Evidence/Teaching & Learning toolkit	(3)
Provision of effective CPD to all staff	Maths Mastery Literacy- focus on Spelling. This includes CPD through the Hertfordshire Literacy and Maths Advisor, CPD within the Staff Meeting, Inset training days by core subject leaders. Phonics – training for all staff by English Advisor. Early reading CPD for staff. CPD for Middle Leaders by Schools Effectiveness Advisor. (EEF guidance reports Effective Professional Development)	(1)

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Within class, small group and 1:1 support ion delivered in KS1 and KS2 to fill gaps in learning that have been identified.</p>	<p>Evidence shows that intervention as well as quality-first teaching targeted at specific needs and knowledge gaps can be effective in supporting low-attaining pupils or those falling behind, both one-one and in small groups:</p> <p>A rigorous and consistent approach to phonics has been shown to have a positive impact on pupils, particularly those from disadvantaged backgrounds. We have a new Twinkl Phonics programme in place</p> <p>Reading scheme</p> <p>Catch-up and keep up</p> <p>Interventions.</p> <p>Streaming.</p> <p>Peeling-away.</p> <p>Additional homework provided for parents to work with children on their targets at home (pre-teaching)</p> <p>Half termly discussions with parents to share targets and progress if necessary</p>	<p>(1), (3).</p>
<p>Within class, small group and 1:1 support to improve listening, narrative and vocabulary skills, for pupils with relatively low spoken language skills, using Wellcomm and targeted speech and language intervention</p>	<p>Oral language interventions have a positive impact on pupil's language skills. Focus on speaking and listening show positive impacts on attainment.</p> <p>Intervention folders show targets and how children are progressing.</p> <p>Monitoring of Wellcomm and targeted language programme to support progress, to show where targets have been met, and where appropriate new targets have been set.</p>	<p>(2)</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To review our aims and current approaches with regard to parental engagement.</p> <p>Focus on evidence of how different approaches are needed for different ages; talk to parents who are less involved about what support they would find helpful; and plan and monitoring progress.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Home-school learning parent partnership (half-termly)</p>	<p>3</p>

To work with parents to improve attendance	Follow the Attendance Policy procedures Achieve sustained improved attendance by disadvantaged pupils, closing the gap between this group and non-disadvantaged peers.	(4)
To maintain a Contingency Fund for providing financial support for disadvantaged pupils and other acute issues that may arise.	Wellbeing of disadvantaged pupils has been shown to be supported through ensuring access to equal opportunities, resources etc. as their peers. Experience demonstrates the need for a portion of unallocated funds to enable the school to respond quickly to unforeseen needs for additional support.	(3)
Provides music tuition and extracurricular clubs	Tuesday lunch time club EEF Teaching and learning toolkit Arts participation – Low cost for moderate impact	(3)
Nearly new uniform shop. Families (of PPG and other vulnerable children) are signposted to significantly reduce costs.	EEF Guidance on School Uniform Implementation.	(3)
School lunches	Free school meals: assisting parents to know whether they are entitled to claim free school meals and to provide guidance completing forms.	(3)

Total budgeted cost: £25,810

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes – this details the impact that our pupil premium activity had on pupils in the 2022-23 academic year

We have looked at the Pupil Premium across the school and used their personal strengths and areas for development to plan new objectives to ensure that there are no disadvantages between them and their peers.

Whole-school strategies:

- Lesson observations identified quality-first teaching and provision for targeted group
- Lesson observations identified excellent use of TA support
- Travelling book fair- to encourage reading
- New reading assessment in place- clear identification, allows for quicker progression and more precise steps for pupils
- New phonics scheme- Twinkl- embedding and consolidation of knowledge
- Parent information workshops- phonics, maths, writing, comprehension, early reading
- Spiritual, Moral Social and Cultural curriculum to cover calendar of events through special assemblies
- Development of racial justice, equality and diversity role to focus on cultural links are planned for and all children see themselves represented (also evident in class Curriculum Overviews)
- Targeted speech and language interventions using Wellcomm and 12 week targeted language therapy
- Targeted support for emotional regulation and anxiety
- Nurture group
- Bubble time- opportunity to have daily chat with an adult for emotional support
- Protective behaviours training sessions led by HABs, local organisation, to support emotional regulation
- Support from Middleton Outreach to advise on strategies in class to enhance learning
- Development of independent learning strategies
- Mental Health Support Team 121, small group and class sessions to support social relationships, transition, anxiety.
- Y7 transition support: Positive Minds- online programme to support transition to Yr 7; mental health support team workshops; enhanced transition support for individuals if needed

DATA

July SATS for Y6- no pupil premium children

July End of Foundation Stage Teacher Assessments- reflected that pupil premium pupils met the Early Learning Goals

July End of KS1 Teacher Assessments- All made good progress from their starting points - reflected that most were working within age related expectations in Science and most working at or towards Age Related Expectations in reading, writing and Maths. Most passed the phonics check in Yr 1.

Increased engagement with learning – evident from discussions with pupil and pupil interactions during feedback and marking

Increased self-esteem and ability to work as part of a team – evident from conversations with pupils and pupil survey