

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.

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 Voluntary Academy
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	46 children (50%) LAC 1 child (1.1%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022 Autumn 2023
Statement authorised by	Tina Cox Headteacher
Pupil premium lead	Andrew Atter Assistant Headteacher Tina Cox Headteacher
Governor / Trustee lead	Tony Williams Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,580
Recovery premium funding allocation this academic year	£TBC allocated to tutoring spend

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
--	----

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify groups or individuals.

What are our ultimate objectives for our disadvantaged pupils?

Our over-arching aim is for our disadvantaged pupils to be academically successful, meaning that they make the most of their potential and are able to:

- narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- be happy, contributing members of society who are ready to move on to the next stage of school & ultimately well prepared for the wider world beyond.

Challenges

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

Challenge number	Detail of challenge
1	Progress in Reading is weaker than non-disadvantaged pupils nationally
2	Progress in Writing is weaker than non-disadvantaged pupils nationally
3	Progress in Maths is weaker than non-disadvantaged pupils nationally
4	<p>Readiness to learn, including emotional wellbeing-</p> <ul style="list-style-type: none"> • ‘Regulate before educate’ – importance of addressing pupils’ social and emotional difficulties alongside academic needs. A high proportion of the pupils supported each day by the pastoral team are disadvantaged. • Engagement of “hard-to-reach” families - mitigated by the designation of SLT leader to drive & direct targeted pastoral support & assist where necessary • High percentage of vulnerable pupils within persistent absenteeism • Attendance for this group of dis pupils is weaker than for the average of pupils’ nationally: 94.08% (National average 96%)
5	Weak Language and Communication skills
6	Low attainment on entry to the Early Years Foundation Stage in all areas
7	Low attainment in KS1, particularly in phonics (Y1) and writing (KS1)
8	More frequent behaviour difficulties.
9	Chaotic family lives and Social Service involvement

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
Progress in Reading	Exceed national average progress scores in KS2 Reading (0)
Progress in Writing	Exceed national average progress scores in KS2 Writing (0)
Progress in Mathematics	Exceed national average progress scores in KS2 Maths (0)

Phonics achievement	Exceed national average expected standard in PSC pre-covid average of 81.9%.
Attendance	Improve attendance of dis. pupils to exceed pre-covid National average of 96.0%

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: £ **15000**

Times Table Rock Stars: £240.90

~~Hamilton Trust: £135~~

Kapow Curriculum: £695

Ed Shed Literacy: £97.50

Oddizzi Geography: £125

Seesaw £500

Plan Bee Art and DT £250

Read Write Inc. Phonics £10,000

Reading Books and Reading Environment £2000

+CPD requirements for these schemes

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the provision by purchasing high quality schemes of learning.	EEF states: 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.	1, 2, 3, 6, 7

<p>Implement 'Seesaw' learning platform for children and parents.</p>	<p>This will promote a positive relationship with families and give opportunities for children to share learning more frequently. This will also act as a home-schooling platform should it be required for isolating pupils or a full national lockdown.</p>	<p>1, 2, 3, 4</p>
<p>Implement and improve delivery of DfE accredited SSP scheme, Read Write Inc.</p>	<p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <ul style="list-style-type: none"> • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information <p>What's important is that schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged.</p>	<p>1, 2, 3, 5, 7</p>

<p>Continue to invest in new library books and improve classroom reading environments to enhance and incentivise reading for pleasure.</p>	<p>Research Evidence on Reading for Pleasure (DfE, 2012) states: Evidence from international studies indicates that young people in England continue to read less independently and find less pleasure in reading than many of their peers in other countries (Cremin et al, 2009). Research for the UKLA (United Kingdom Literacy Association) examined how teachers could enhance children's reading for pleasure. The activities included: marked improvements in reading environments, read aloud programmes, book talk and book recommendations and the provision of quality time for independent reading.</p>	<p>All 9</p>
--	---	--------------

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

Budgeted cost: £ **10000**

Accelerated Reader: £2865 (initial spend for three years)

Oxford Owl: Read Write Inc Spellings: £130

Nessy Reading and Spelling £450

Rising Stars Assessments £2000

SNAP Assessment £259

Boxall Assessment £150

Shine Intervention £600 + staffing costs

See and Learn Reading (£TBC)

+CPD requirements for these schemes

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

<p>Buy and embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure. Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p>	<p>+5 months progress EEF</p>	<p>1</p>
<p>The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills. The 30-week programme starts in the final term of nursery and continues in reception year. The 20-week programme is delivered in reception only.</p>	<p>DfE researched & approved programme. +4 months progress EEF trial</p>	<p>1, 2</p>
<p>Use approved assessment tool to identify gaps in learning. Then use evidence-based interventions to close these gaps.</p>		<p>1, 2, 3</p>
<p>Implement Nessy reading and spelling intervention for identified pupils.</p>	<p>The Nessy Reading and Spelling program has been recommended as a high-quality evidence-based program by AUSPELD and DSF 1, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award.</p>	<p>1, 5</p>
<p>Rising Stars 'Shine' targeted interventions to support identified pupils with tuition sessions before and after school.</p>	<p>Feedback = +8 months progress EEF</p>	<p>1, 2, 3</p>

<p>NB For next year, once other intervention strategies are embedded, investigate investment in “Accelerated Maths” across year groups 3 to 6, to support diagnostic tracking & improve mental arithmetic rapid recall.</p>	<p>Being evaluated by EEF but research on feedback by EEF indicates +8months progress. Research into use of digital technology indicates +4 months progress. In addition, it is used outside of our school core day too.</p>	<p>3</p>
---	--	----------

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

Budgeted cost: £35,580

Mental Health and Wellbeing Lead + training

0.4 SENCO + Training + allowance = TBC

0.4 Family Support worker = TBC

Pastoral support assistant 10h a week = TBC

EY Resourcing £2000

~~£10000-LG-Salary~~

~~£34000-Assistant HT release-cost~~

~~£3200-Top up 1:1 TA support~~

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

<p>We use the majority of our Pupil Premium funding to contribute towards the cost of our Pastoral Support Team. They aim to:-</p> <ul style="list-style-type: none"> • ‘Regulate before educate’ – importance of addressing pupils’ social and emotional difficulties alongside academic needs • Engagement of “hard-to-reach” families - mitigated by the designation of SLT leader to drive & direct targeted pastoral support & assist where necessary The team focus on improving attendance, readiness to learn, including support for learning off-site using our learning platform to minimise disruption to learning. • Assistant Headteacher classroom release • Whole school Pastoral Lead/Family Support Worker (including DSL and ELSA) • Pastoral support assistant TA • Assistant SENCO + training • KS1 TA 	<p>The core role of the pastoral team is taken from DfE Effective use of Pupil Premium Guidance. It is to:</p> <ul style="list-style-type: none"> • increase pupils’ confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils too <p>EEF Parental engagement+3 months Social & Emotional learning +4 months</p>	<p>5, 6, 7, 8, 9</p>
<p>EY Resourcing to meet the need of the new EY Curriculum</p>	<p>Over recent years, less than half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021, with less than 50%. Foundation stage attainment is therefore consistently well below national (72% in 2019). ***These figures reflect the fact that many children join St Augustine’s with very low levels of development.</p>	<p>6, 7</p>

Additional 1:1 TA support for vulnerable pupils in KS1 whilst specialist referrals are being made.	This will support emotional and behavioural wellbeing of identified vulnerable pupils that are unable to access full class learning without adult support.	4, 8, 9
--	--	---------

Total budgeted cost: £ 84000 60,580

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 2021 to 2022 academic year.

Aim	Outcome
<p>Progress in Reading</p> <p><i>Exceed national average progress scores in KS2 Reading (0)</i></p>	<p>IDSR shows broadly in line with national (see below)</p>
<p>Progress in Writing</p> <p><i>Exceed national average progress scores in KS2 Writing (0)</i></p>	<p>IDSR shows broadly in line with national (see below)</p>
<p>Progress in Mathematics</p> <p><i>Exceed national average progress scores in KS2 Maths (0)</i></p>	<p>IDSR shows broadly in line with national (see below)</p>
<p>Phonics</p> <p><i>Exceed national average expected standard in PSC pre-covid average of 81.9%.</i></p>	<p>75% of Year 1 pupils passed the PSC which showed huge progress from starting points.</p> <p>79% of Year 2 passed their repeat PSC. Those who did not pass are all on the SEND register.</p>
<p>EYFS GLD</p> <p><i>To achieve at least in line with national average for a Good level of Development.</i></p>	<p>100% of pupils at St. Augustine's achieved GLD in the academic year 2021/22.</p>
<p>Attendance</p> <p><i>Improve attendance of dis. pupils to exceed pre-covid National average of 96.0%</i></p>	<p>Attendance of DIS pupils broadly in line with whole school attendance, and gap had narrowed from 3.2% to 1.3%.</p> <p>Although DIS attendance was lower than target, this included two FSM pupils on reduced timetables (in line with Lincolnshire Ladder of Behaviour) and a short period of Covid firebreak/lockdown.</p>

Progress and attainment charts

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	In line with national (12 pupils)	In line with national (12 pupils)	In line with national (13 pupils)	In line with national (11 pupils)
Writing	2022	In line with national (12 pupils)	In line with national (12 pupils)	Sig below national (13 pupils)	N/A
Mathematics	2022	In line with national (12 pupils)	In line with national (12 pupils)	In line with national (13 pupils)	N/A