

# Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	109
Proportion (%) of pupil premium eligible pupils	59 children (54.1%) LAC 4 child (3.7%)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Tina Cox Headteacher
Pupil premium lead	Tina Cox Headteacher
Governor / Trustee lead	Tony Williams Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,735
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.

**How does our current pupil premium strategy plan work towards achieving those objectives?**

The range of provision the Governors consider making for this group include and would not be limited to:

- Recruiting and training a pastoral support team to support in reducing barriers to learning, such as safeguarding, attendance, emotional regulation and wellbeing
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Increased teaching assistant support in classrooms
- Additional teaching, learning and assessment opportunities provided through trained TAs or external agencies
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Augustine's virtues and thus enhance learning
- Expertise in the delivery of the Read Write Inc. synthetic phonics programme to ensure high quality instruction and interventions in reading

**What are the key principles of our strategy plan?**

- Teaching: Our pupil premium funding has By first ensuring high quality class teaching which follows a well-designed effective programme of sequential learning focused on key skills in Maths & English. Our pupil premium budget helps to fund a sixth class in our school, keeping KS2 class sizes smaller and ensuring pupils needs can be more closely and inclusively met.
- Targeted Academic support: We use the pupil premium to enhance our assessment. We use question level analysis of pupil assessments in order to focus intervention work most effectively on those concepts in Reading, Writing or Maths that a child does not know well enough yet.
- Wider strategies: Funding allows us to continue to grow and develop our pastoral team is led by a family support worker, DSL and SENCO, tasked with improving pupils' "readiness to learn". In addition to improving pupil attendance, they also promote pupil engagement, wellbeing, mentoring & removal of barriers to learning, including their

safety and wellness. A further 2 TAs are now trained in Emotional Literacy Support (ELSA) and funding allows their release from classes to deliver interventions.

## Challenges

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

Challenge number	Over the last three years: 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	Low attainment in KS1, particularly in writing
5	Low attainment in KS2 maths
6	Low baseline attainment in all areas of the Early Years Foundation Stage profile
7	Weak Language and Communication skills, in particular in EYFS and KS1 pupils
8	Increased incidence of behavioural difficulties, suspensions and exclusions (highest 20% of schools nationally)
9	High levels of early help and safeguarding referrals across the schools
10	<p>Readiness to learn, including emotional wellbeing-</p> <ul style="list-style-type: none"> <li>• ‘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.</li> <li>• Engagement of “hard-to-reach” families - mitigated by the designation of SLT leader to drive &amp; direct targeted pastoral support &amp; assist where necessary, along with online Seesaw communication platform.</li> <li>• High percentage of vulnerable pupils within persistent absenteeism</li> <li>• High percentage of SEND/DIS overlap, particularly pupils with SEMH</li> </ul>

## 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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Progress in Reading	Exceed national average progress scores in KS2 Reading (at least 0)
Progress in Writing	Exceed national average progress scores in KS2 Writing (at least 0)
Progress in Mathematics	Exceed national average progress scores in KS2 Maths (at least 0)
Phonics achievement	Exceed national average expected standard in PSC in both Years 1 and 2
Attendance	Improve attendance of disadvantaged 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: £ 26,880**

(Support staff, curriculum schemes and subscriptions, swimming subsidy, phonic and library books, including core texts for English lessons.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop and embed high quality schemes of learning across the curriculum.	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, 4, 5, 7
Continue to embed 'Seesaw' learning platform for children and parents.	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-learning	1, 2, 3, 4, 5, 6, 7, 9, 10

	platform to improve parental engagement and homework support, along with support for pupils with long-term EBSA and anxiety, if needed.	
Continue to embed and monitor the high-quality delivery of DfE accredited SSP scheme, Read Write Inc.	<p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <ul style="list-style-type: none"> <li>• give all children a solid base upon which to build as they progress through school</li> <li>• help children to develop the habit of reading widely and often, for both pleasure and information</li> </ul> <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>	1, 2, 4, 6, 7
Continue to invest in new library books and improve classroom reading environments to enhance and incentivise reading for pleasure.	<p>The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'.<sup>18</sup> Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances.</p>	1, 2, 7, 10

	For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading. (Reading Framework, DfE, 2023)	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £ 7700**

(Assessment schemes, intervention subscriptions and resources to support pupils with additional needs.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure.	+5 months progress EEF	1, 10
Further embed use of 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.	DfE researched & approved programme. +4 months progress EEF trial	1, 2, 3, 4, 5, 6, 7, 8
Use approved assessment tool to identify gaps in learning. Then use evidence-based interventions to close these gaps.		
Implement Nessy reading and spelling intervention for identified pupils.	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.	1, 2, 3, 4, 5

Use of accurate assessment and analysis tools to identify and quickly address gaps in learning.	The DfE, in its assessment consultation, states that 'our primary assessment system must be fit for purpose and sustainable. It must produce data that is reliable and trusted, so that progress can be measured fairly and accurately, and it must reflect the fact that we are ambitious for all our children, regardless of their background or any additional needs they may have. (DfE, 2017)	1, 2, 3, 4, 5, 8
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £25,500**

(Pastoral Staff, including CPD, trips, visits and transport subsidy, pupil rewards)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We use much 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"> <li>• 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs</li> <li>• Engagement of "hard-to-reach" families - mitigated by the designation of SLT leader to drive &amp; direct targeted pastoral support &amp; 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.</li> <li>• Whole school Pastoral Lead/Family Support Worker (including DSL, SENCO and ELSA)</li> <li>• ELSA Teaching Assistants x 2</li> </ul>	<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"> <li>• increase pupils' confidence and resilience</li> <li>• encourage pupils to be more aspirational</li> <li>• benefit non-eligible pupils too</li> </ul> <p>EEF Parental engagement+3 months Social &amp; Emotional learning +4 months</p>	8, 9, 10



Access to trips and visits and wider curriculum experiences for disadvantaged pupils.	According to Bourdieu's theory of cultural reproduction, children from middle-class families are advantaged in gaining educational credentials due to their possession of cultural capital.	8, 9, 10
Pupil rewards to incentivise formation of good character and improve self esteem.	Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance. E.g. High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work. (DfE Character Education 2019)	8, 9, 10

**Total budgeted cost: £ 76,735**

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 2022 to 2023 academic year.

Aim	Outcome
Progress in Reading <i>Exceed national average progress scores in KS2 Reading (0)</i>	See below
Progress in Writing <i>Exceed national average progress scores in KS2 Writing (0)</i>	See below
Progress in Mathematics <i>Exceed national average progress scores in KS2 Maths (0)</i>	See below

<b>Phonics achievement</b>  <i>Exceed national average expected standard in PSC pre-covid average of 81.9%.</i>	<b>Year 1 – 6/7 passed (86%)</b>  <i>The child that didn't pass joined 6 weeks prior to assessment and increased from 2/40 to 26/40 in this time.</i>
<b>Attendance</b>  <i>Improve attendance of dis. pupils to exceed pre-covid National average of 96.0%</i>	<ul style="list-style-type: none"> <li>• Attendance of all pupils – 93.17%</li> <li>• Attendance of pupils in receipt of FSM – 92.17% (broadly in line with school)</li> <li>• Attendance of LAC children – 94.66%</li> </ul>

### Key Stage 1 Attainment and Progress

	2023 cohort/entries	Performance in 2023	2023 value	2023 nat value	1 year
Phonics Y1 expected standard %	7	Small cohort	NA	NA	—
Reading KS1 expected standard %	11	Not sig different to national and 60th percentile	73	68	↑
Writing KS1 expected standard %	11	Not sig different to national and 57th percentile	64	60	↑
Mathematics KS1 expected standard %	11	Not sig different to national and 98th percentile	91	70	↑

### Key Stage 2 Attainment and Progress

Reading KS2 progress	19	Not sig different to national and 59th percentile	0.7	0.0	—
Mathematics KS2 progress	19	Not sig different to national and 44th percentile	-0.4	0.0	—
RWM KS2 expected standard %	19	Not sig different to national and 71st percentile	68	59	↑
Reading KS2 expected standard %	19	Not sig different to national and 78th percentile	84	73	—
Writing KS2 expected standard %	19	Not sig different to national and 85th percentile	84	71	↑
Mathematics KS2 expected standard %	19	Not sig different to national and 33rd percentile	68	73	—
Reading KS2 high standard %	19	Not sig different to national and 45th percentile	26	29	—
Writing KS2 greater depth %	19	Not sig different to national and 95th percentile	32	13	↑
Mathematics KS2 high standard %	19	Not sig different to national and 19th percentile	11	24	—
EGPS KS2 expected standard %	19	Not sig different to national and 79th percentile	84	72	—
EGPS KS2 high standard %	19	Not sig different to national and 33rd percentile	21	30	↓