

Pupil premium strategy statement 2024-25

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	118
Proportion (%) of pupil premium eligible pupils	52 children (44%) LAC 0 PLAC 2
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Tina Cox Headteacher
Pupil premium lead	Tina Cox Headteacher
Governor / Trustee lead	Alexandra Shacklady Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,133.87
Recovery premium funding allocation this academic year	Unspent
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:

- Continuing to grow and develop a pastoral support team to support in reducing barriers to learning, such as safeguarding, attendance, emotional regulation and wellbeing
- Reducing class sizes and/or teaching groups, 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: 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 curriculum schemes and resources which support our subject leaders in planning a cohesive, well-sequenced curriculum for all. It also supports a higher level of adult support in classrooms and across the school.
- Targeted Academic support: We use the pupil premium to enhance our assessment systems and procedures, ensuring we have the resources to provide rapid catch-up interventions in the core areas of learning, with a particular focus on language development and reading.
- Wider strategies: Funding allows us to continue to grow and develop our pastoral team, led by our experienced SENCO and DSL. Our pastoral team are tasked with improving pupils' "readiness to learn" and removing the barriers to school and learning that we regularly identify. In addition to improving pupil attendance, our team of trained ELSAs and MHFAs help to promote pupil engagement, wellbeing, mentoring and their safety and wellness including mental health support.

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	Attainment and progress in Reading
2	Attainment and progress in Writing
3	Attainment and progress in Maths
4	Low baseline attainment in all areas of the Early Years Foundation Stage profile
5	Weak Language and Communication skills, in particular in EYFS and KS1 pupils
6	Attendance figures lower than National averages with high incidence of Persistent Absenteeism
7	Increased incidence of behavioural difficulties, suspensions and exclusions (highest 20% of schools nationally)
8	High levels of early help and safeguarding referrals across the schools
9	<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, mental health and wellbeing 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, along with online Seesaw communication platform. • High percentage of SEND/DIS overlap, particularly pupils with SEMH

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 (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%
Behaviour	Incidence of poor behaviour, suspensions and exclusions will decrease over time
Mental Health and Wellbeing	Pupils will have access to the support they need to thrive; overall wellbeing will improve over time.

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: £ 44,134.11

(Teaching staff including CPD, curriculum schemes, subscriptions and resources, swimming subsidy, trips 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 the whole school curriculum using high quality schemes of learning, training, assessment and appropriate resources.	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, 5, 6, 7, 9
Robustly deliver and monitor the DfE accredited SSP scheme, Read Write Inc. in small, targeted groups, ensuring fidelity.	By ensuring high-quality phonics teaching the government wants to improve literacy levels to: <ul style="list-style-type: none"> give all children a solid base upon which to build as they progress through school 	1, 5

	<ul style="list-style-type: none"> • 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>	
Continue to invest in new library books and improve classroom reading environments to enhance and incentivise reading for pleasure.	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'. ¹⁸ 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. 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)	1, 5
Ensure that all pupils have equal access to opportunities e.g. swimming and trips.	The EEF reports that learning opportunities beyond the classroom 'may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork...[and] play an important part of the wider school experience.	2, 5, 6, 7, 9

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

Budgeted cost: £ 23,068.03

(Additional support staff to deliver interventions*, accelerated reader, targeted interventions and assessments, including external professionals.)

**Cost halved with strand 3*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and promote Accelerated Reader across year groups 2 to 6, to support diagnostic tracking & improve reading for pleasure.	There is consistent evidence that those who have more access to books read more (Krashen, 1993), and that those students who are provided with more time to do recreational reading (e.g. sustained silent reading programs) show better gains in reading achievement than comparison students. The effect is especially strong when such programs are allowed to last for one year or longer (Krashen, 1993; 2001; Pilgreen, 2000).	1, 5, 7, 9
Continue to robustly deliver The Nuffield Early Language Intervention (NELI), 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.	There are strongly evidence-based principles that NELI and the WellComm Toolkit are based on: *A focus on communication and language outcomes is the topmost priority for settings' and schools' work with Early Years aged children	1, 2, 3, 5, 6, 7, 8, 9
Embed the use of the Wellcomm Assessment Toolkit with individuals and small groups, delivered by an ELKLAN trained adult.	*A national issue with under identification of children with speech, language and communication needs	
Use of accurate assessment and analysis tools to identify and quickly address gaps in learning. E.g. Boxall, WellComm, SNAP, LBQ etc	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,	1, 2, 3, 5, 6, 7, 8, 9

<i>Access to external professional assessment when a significant need arises e.g. STT, Educational Psychologist</i>	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)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,931.73

(Pastoral Staff including FSW*, parental engagement strategies, wider curriculum experiences for cultural capital, pupil rewards)

**Additional support staff cost halved with strand 2*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our extensive pastoral support team, including a Family Support Worker, Enhanced Provision Based Staff, ELSAs and MHFAs aim to:-</p> <ul style="list-style-type: none"> • <i>‘Regulate before educate’ – importance of addressing pupils’ social and emotional difficulties alongside academic needs</i> • <i>Engagement of “hard-to-reach” families</i> • <i>Strong focus on improving attendance, readiness to learn, and home support for learning</i> <p>Designation of SLT Inclusion Lead to drive & direct targeted pastoral support & assist where necessary.</p> <p>Designation of Attendance Team and fortnightly ‘Vulnerable Pupils’ meetings to triangulate data on barriers.</p>	<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 +5 months Social & Emotional learning +4 months</p>	1, 2, 3, 5, 6, 7, 8, 9
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.	1, 2, 3, 5, 6, 7, 8, 9

Continue to champion '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 platform to improve parental engagement and homework support, along with support for pupils with long-term EBSA and anxiety, if needed.	1, 2, 3, 5, 6, 7, 8, 9
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)	1, 2, 3, 5, 6, 7, 8, 9

Total budgeted cost: £ 93,133.87

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 2023 to 2024 academic year.

Aim	Outcome																
Data not significantly different to national in any subject, however due to a lack of KS1 data (Covid-19), no progress data is available this year, only attainment. With only 12 pupils in the cohort, 50% of them on the SEND register and one with an EHCP, this data in not a true reflection of the progress made and a case study exists with specifics around the personal progress of each child.																	
Progress in Reading Exceed national average progress scores in KS2 Reading (0)	See above and below. Internal data from EYFS to Y6 shows that SEND pupils made accelerated progress overall and PP children made progress in line with all pupils: <table><tr><th></th><th>Reading</th><th>Maths</th><th>Writing</th></tr><tr><td>All pupils*</td><td>+2</td><td>-1</td><td>+2</td></tr><tr><td>SEND</td><td>+1</td><td>+1</td><td>+1</td></tr><tr><td>PP</td><td>+2</td><td>-2</td><td>+2</td></tr></table> <i>*Based on 11 of the 12 pupils as LM had no EYFS data registered on Arbor</i>		Reading	Maths	Writing	All pupils*	+2	-1	+2	SEND	+1	+1	+1	PP	+2	-2	+2
	Reading	Maths	Writing														
All pupils*	+2	-1	+2														
SEND	+1	+1	+1														
PP	+2	-2	+2														
Progress in Writing Exceed national average progress scores in KS2 Writing (0)	See above and below. Internal data from EYFS to Y6 shows that all pupils made accelerated progress, with PP children performing in line with all pupils. <table><tr><th></th><th>Reading</th><th>Maths</th><th>Writing</th></tr><tr><td>All pupils*</td><td>+2</td><td>-1</td><td>+2</td></tr><tr><td>SEND</td><td>+1</td><td>+1</td><td>+1</td></tr><tr><td>PP</td><td>+2</td><td>-2</td><td>+2</td></tr></table> <i>*Based on 11 of the 12 pupils as LM had no EYFS data registered on Arbor</i>		Reading	Maths	Writing	All pupils*	+2	-1	+2	SEND	+1	+1	+1	PP	+2	-2	+2
	Reading	Maths	Writing														
All pupils*	+2	-1	+2														
SEND	+1	+1	+1														
PP	+2	-2	+2														
Progress in Mathematics Exceed national average progress scores in KS2 Maths (0)	See above and below. Internal data from EYFS to Y6 shows that SEND pupils made accelerated progress. All pupils’ progress broadly in line with National however progress in maths continues to be a focus. <table><tr><th></th><th>Reading</th><th>Maths</th><th>Writing</th></tr><tr><td>All pupils*</td><td>+2</td><td>-1</td><td>+2</td></tr><tr><td>SEND</td><td>+1</td><td>+1</td><td>+1</td></tr><tr><td>PP</td><td>+2</td><td>-2</td><td>+2</td></tr></table> <i>*Based on 11 of the 12 pupils as LM had no EYFS data registered on Arbor</i>		Reading	Maths	Writing	All pupils*	+2	-1	+2	SEND	+1	+1	+1	PP	+2	-2	+2
	Reading	Maths	Writing														
All pupils*	+2	-1	+2														
SEND	+1	+1	+1														
PP	+2	-2	+2														
Phonics achievement Exceed national average expected	See below.																

<i>standard in PSC pre-covid average of 81.9%.</i>	Pupils achieved ahead of the national average and only two pupils, both with profound EHCP funding, did not meet the expected standard despite excellent personal progress.
Attendance <i>Improve attendance of dis. pupils to exceed pre-covid National average of 96.0%</i>	<ul style="list-style-type: none"> Attendance of all pupils – 93.1% Attendance of pupils in receipt of FSM – 89.21% (due to overlap with SEND and RTT for 3 pupils) Attendance of LAC children – 95.63%

Attainment Summary – IDSR

Attainment in phonics and at key stage 2

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

Key Stage 2 Attainment (no progress data available due to Covid-19)

	2024 cohort	Performance in 2024	2024 value	2024 nat value	2024 vs 2023	2023 vs 2022
Phonics Y1 expected standard %	13	Not sig different to national and 60th percentile	85	80	—	—
RWM KS2 expected standard %	12	Not sig different to national and 3rd percentile	25	61	↓	↑
Reading KS2 expected standard %	12	Not sig different to national and 10th percentile	58	74	↓	—
Writing KS2 expected standard %	12	Not sig different to national and 30th percentile	67	72	↓	↑
Mathematics KS2 expected standard %	12	Not sig different to national and 15th percentile	58	73	—	—
Reading KS2 high standard %	12	Not sig different to national and 20th percentile	17	28	—	—
Writing KS2 greater depth %	12	Not sig different to national and 70th percentile	17	13	↓	↑
Mathematics KS2 high standard %	12	Not sig different to national and 1st percentile	0	24	—	—
EGPS KS2 expected standard %	12	Not sig different to national and 9th percentile	50	72	↓	—
EGPS KS2 high standard %	12	Not sig different to national and 21st percentile	17	32	—	↓

Internal progress data from EYFS to Y6

Progress from EYFS

- Where EYFS scores were: Emerging – 1, Expected 2, Exceeding 3
- Where SATS scores were given value: WTS – 1, EXS – 2, GDS – 3
- Progress calculated from EYFS to Y6 by subtracting the EYFS score from the KS2 SATS score to give a crude representation of points progress where flat progress is shown as zero.
- For example: emerging in EYFS to WTS in Y6 would create the calculation 1-1 = 0

	Reading	Maths	Writing
All pupils*	+2	-1	+2
SEND	+1	+1	+1
PP	+2	-2	+2

*Based on 11 of the 12 pupils as LM had no EYFS data registered on Arbor

Phonics

	2024 cohort	Performance in 2024	2024 value	2024 nat value	2024 vs 2023	2023 vs 2022
Phonics Y1 expected standard %	13	Not sig different to national and 60th percentile	85	80	—	—

There were 13 pupils who were eligible for the phonics screening check in Year 1 in 2024; all of them sat the check and 2 pupils did not meet the **phonics expected standard**.

There was 1 pupil who was eligible for the phonics screening check in Year 2 in 2024; that pupil sat the check.