

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	103
Proportion (%) of pupil premium eligible pupils	47 children (48.41%) LAC 0 child (0%)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Jo Oliver Headteacher
Pupil premium lead	Eva Donington Acting Deputy Head
Governor / Trustee lead	Julie McBriarty Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,590.03
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	£77,590.03

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:

- Training and maintaining a pastoral support team to support in reducing barriers to learning, such as safeguarding, attendance, emotional regulation and wellbeing
- Targeted 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
- Pupil Premium resources are used to support pupils reach age related expectations
- Enhanced transition from nursery to primary, key stage and primary to secondary
- Additional learning support
- Expertise in the delivery of the Read Write Inc. synthetic phonics programme to ensure high quality instruction and interventions in reading

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	Low attainment in KS1 writing Assessments and observations indicate writing skills take longer to establish in disadvantaged pupils. Slower acquisition of phonemes, poor fine motor skills and lack of support in regular reading and spelling practice result in disadvantaged pupils achieving lower in writing.
2	Low attainment in KS2 maths

	Assessments, observations, and discussions with pupils indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS2. MTC data is poor among disadvantaged pupils due to a lack of support and practice outside of school.
3	Low baseline attainment Early Years Foundation Stage profile Assessments, observations and discussions with pupils indicate that baseline EYFS attainment is low. More pupils entering the school need additional support with accessing the EYFS curriculum due to emotional and social presentation.
4	Weak Language and Communication skills, in particular in EYFS and KS1 pupils Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. As a result this has impacted on reading and writing skills and within the majority of year groups disadvantaged pupil's attainment is below non-disadvantaged pupils.
5	Attendance and persistent absence Our attendance data is lower than national average. Disadvantaged pupils have 2.1% lower attendance averages than non-disadvantaged pupils at 89.1%.
6	Assessments, observations, and pupil feedback indicate that disadvantaged pupils are more likely to face challenges with engagement, self-regulation and behaviour for learning. Prioritising support for behaviour and readiness to learn is therefore critical to enhancing progress and improving outcomes for these pupils.
7	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils with an increasing number of families requiring support from other agencies through the Early Help process or social services. These challenges particularly affect disadvantaged pupils, and impact on their attendance, attainment as well as the enrichment / sporting opportunities that they experience.

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
Improved attainment in KS1 writing among disadvantaged pupils	Assessments, book looks and lesson observations indicate improved attainment in writing. This will also be evident through evidence of engagement in lessons and motivation for writing in observations.
Improved attainment in KS2 Maths	Regular assessment will evidence accelerated progress for disadvantaged pupils, closing attainment gaps across KS2. Maths outcomes will show 70% of disadvantaged pupils will have met the expected standard in Maths.

EYFS Baseline data will indicate good levels of progress	Baseline data from EYFS will be carefully analysed to identify early gaps in language, number, and personal development for disadvantaged pupils. These insights will inform targeted interventions and high-quality provision that address specific areas of need from the start. Ongoing monitoring will ensure that support is adapted effectively, helping pupils make rapid progress and close gaps as they move into KS1.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Attendance and persistent absence will continue to improve	Attendance will move closer to national expectations through consistent monitoring, early intervention, and strong pastoral support. More individual families will be reached through targeted support, strengthening relationships and providing tailored guidance to sustain improved attendance patterns.
Improvement in behaviour across school and a reduction in suspensions for disadvantaged pupils	Improved behaviour evident through <ul style="list-style-type: none"> • Use of regulation strategies evident throughout school • Clear reasonable adaptations for targeted pupils • Engagement in learning through lesson observations
High levels of early help and safeguarding referrals across the schools	The school will proactively support families through early help, offering timely guidance and intervention to address emerging needs. As this support strengthens family resilience, the number of cases requiring early help is expected to reduce 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: £ 52893.17

(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 embed and monitor the high-quality delivery of DfE accredited SSP scheme, Read Write Inc.	Extensive evidence suggests Systematic Synthetic Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading. RWI approach that incorporates the explicit teaching of vocabulary and spelling will support	1, 3, 4

	<p>the development of writing as well as reading.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
TAs deliver structured interventions, pre-teaching and in-class support to accelerate progress.	<p>Teaching Assistant Interventions – high impact when TAs deliver structured, evidence-based programmes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4
Use of systems for monitoring systems. Supports monitoring of attendance, progress, interventions, and the impact of strategies for disadvantaged pupils.	<p>Implementation Guidance Report – stresses the importance of using high-quality data and monitoring to inform provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1, 2, 5
Staff develop skills in outdoor learning, improving wellbeing, resilience, and engagement for disadvantaged pupils.	<p>Outdoor Adventure Learning – shown to improve self-regulation, confidence, and resilience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Social & Emotional Learning (SEL) – supports development of social skills and wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4, 5, 6

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

Budgeted cost: £ 10596.88

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updating reading and phonics books improves reading fluency, comprehension and access to wider curriculum through high-quality texts.	Phonics provides very high impact for younger readers; comprehension strategies improve understanding of texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3
Further embed use of The Nuffield Early Language Intervention (NELI) and Wellcom are designed to improve listening, narrative and vocabulary skills.	Identifies early language needs and provides targeted intervention. Oral language interventions show very high impact, especially for younger children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4
Further embed digital numeracy technology to enhance recall and fluency in number facts through structured challenge.	Mastery approaches support fluency and conceptual understanding. fluency and conceptual understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Use of accurate assessment and analysis tools to identify and quickly address gaps in learning.	EEF emphasises high-quality assessment and effective feedback to inform teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/assessment	1, 2, 3, 4, 5, 8

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

Budgeted cost: £11849.98

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain Pastoral Support. <ul style="list-style-type: none"> Supporting regulation Engagement of 'harder to reach families' with a focus on improving attendance and readiness to learn 	<ul style="list-style-type: none"> increase pupils' confidence and resilience encourage pupils to be more aspirational 	5, 6, 7

	<ul style="list-style-type: none"> • benefit non-eligible pupils too <p>EEF Parental engagement+3 months Social & Emotional learning +4 months</p>	
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.	5, 6, 7
Funding psychological support, counselling, or wellbeing interventions such as ELSA supervision and 'The Conversation Stamford'— for emotional wellbeing, behaviour support, mental health and resilience, particularly for disadvantaged pupils.	"Wider Strategies" and "Social & Emotional Learning (SEL)" strands recognise that non-academic support — including pastoral care, wellbeing, behaviour interventions — can help remove barriers to learning for disadvantaged pupils.	5, 6, 7

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 2024 to 2025 academic year.

The pupil premium strategy has had a measurable impact on disadvantaged pupils' attainment in Reading, with 64% achieving the expected standard—an increase of 7.1% from the previous year. The enhancement of reading resources, including high-quality texts and targeted intervention materials, has supported pupils in developing fluency and comprehension. A well-embedded Phonics scheme has strengthened early reading foundations, enabling pupils to decode with increasing confidence.

In Writing, 88.2% of disadvantaged pupils made expected progress, reflecting an 8.6% improvement on the previous year. Enhanced classroom resources—including vocabulary supports, scaffolds and model texts—have equipped pupils with the tools needed to develop composition and transcription skills. Retrieval and responsive feedback have helped teachers to quickly identify misconceptions, ensuring timely support that has strengthened overall writing attainment.

The impact of the pupil premium strategy is also evident in Maths, where 64.3% of disadvantaged pupils met the expected standard, representing a significant 21.4% increase. Investment in manipulatives and visual models has helped pupils deepen conceptual understanding. The refinement of structured practice has ensured that learning builds securely over time. Strengthened assessment systems have enabled teachers to track gaps more accurately and provide targeted support.

The EYFS baseline assessment was used effectively last year to identify that the 24/25 cohort were generally entering at a lower baseline, which informed targeted planning to address specific areas of need. Next steps were carefully tailored for each child, with formative assessment embedded throughout the year to monitor progress and adjust provision accordingly—an approach that was recognised as a strength during the OFSTED inspection. For the 25/26 cohort, speech and language has emerged as a key area of weakness, shaping the classroom environment to include more opportunities for role play and rich dialogue. The NELI programme will continue to be used to support early language acquisition; last year, all but two children completed the intervention, demonstrating its effectiveness across the lower school.

The previous pupil premium strategy had a positive impact on attendance, particularly for targeted families. While overall attendance remains a concern due to a group of persistent absentees, the use of personalised incentives, strengthened relationships, strategic welfare checks and regular, supportive contact has led to improved engagement for some pupils. These approaches have begun to build trust with families and demonstrate that consistent, early intervention can contribute to gradual gains in attendance.

The strengthened pastoral team has provided crucial support for several disadvantaged pupils and their families, leading to positive outcomes in wellbeing and engagement. Through targeted ELSA sessions, effective signposting to external support providers and consistent liaison between home and school, the team has helped to address emotional, social and practical barriers to learning. However, upcoming changes in staffing pose a significant challenge for the school, and it may become increasingly difficult to sustain this level of pastoral provision in the year ahead.

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
Developing strategies for coping with anxiety and online safety skills	The Conversation Stamford
SSP programme supporting pupils in KS2	The Reading Doctor