

We try to follow Jesus by loving each other and caring for God's world.

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 Primary School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	November 2021
Statement authorised by	Rachel Swindell (Head Teacher)
Pupil premium lead	Gill Harrowven
Governor / Trustee lead	Virginia Boys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350 (2020-21)
Recovery premium funding allocation this academic year (see separate 'Catch Up' funding plan)	£23,440 (2020-21)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2020-21)
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	£43,790 (2020-21)



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Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Parent engagement with remote learning and support at home
2	Health, including mental health and wellbeing (children & parents)
3	Specific learning difficulties (multi-faceted)
4	Social, emotional, behavioural difficulties

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
Run parent information sessions that coach families on how to support their children's learning at home for Phonics, Reading and Maths.	Increase parent involvement and confidence to support their children's learning at home.
Develop a Pastoral Support TA role whose responsibility is to run 1:1 or small group therapies that will support children with social, emotional and behavioural difficulties.	Children are provided with pastoral support at school that includes; emotional literacy support and cognitive behaviour therapies.
Develop the implementation of the 5 ways to wellbeing strategy and continue to promote this in school in all classes and whole school collective worship.	Children and their families will recognise the 5 ways to wellbeing and use these in their lives to improve their whole general health.
Assessments will be made for multi-faceted children who have specific learning difficulties and targeted specialist provision will be provided, from private therapists if necessary.	Children's specific needs will be identified and supported with access to specialist support.



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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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs used to extend more able in Maths groups in Y2 and Y6	EEF: Making the best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants HLTAs have a direct instructional role adding value to the work of the teacher. HLTAs are organised to support the more able so pupils who struggle most have more time with the teacher.	11
1:1 Phonics	EEF: A tiered approach to pupil premium spending https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide - Professional development for staff to use the new online platform that supports teaching.	22

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Phonics	EEF: A tiered approach to pupil premium spending https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide - Structured interventions for children that need to revisit phases to support catch up (small groups or 1:1).	22
Speech and Language Therapy	EEF: A tiered approach to pupil premium spending https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide - 1:1 support from a specialist to provide regular therapy sessions	3

St. Augustine's Catholic Primary School

Head Teacher: Rachel Swindell

Assistant Head: Amy Casey

Chair of Governors: Joseph Zammit



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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent information sessions	EEF: Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Support parents to create a regular routine and encourage good homework habits. Parents can encourage children to set goals, plan and manage their time and emotions. This type of support can help children to regulate their own learning.	36
Breakfast Club	EEF: A tiered approach to pupil premium spending https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide - Providing a healthy breakfast meal and time to socialise and develop communication skills at the start of the school day. Promotes 5 ways to wellbeing strategy.	
After School Cubs: - Multi-skills - Basketball - Football - Irish Dancing Drama	EEF: A tiered approach to pupil premium spending https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide Providing physical activity that stimulates and promotes healthy lifestyle choices alongside the 5 ways to wellbeing strategy.	31

Total budgeted cost: £16,000



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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 2020 to 2021 academic year.

Over the past 3 years, we have seen the number of Pupil Premium Grant (PPG) children rise. This has been in direct relation to the increase of numbers on our school role. This does mean that the school now receives more funding and spending will need to be carefully monitored.

Last year, due to COVID, we were unable to gather any academic data for our PPG children. We were able to use the funding for the usual spending over nearly two terms, e.g. uniform, clubs and school trips. We had greater take up on uniform, breakfast club and out of school hours clubs, in part as a result of better advertising and reminders.

During the COVID Lockdown we were able to regularly provide food vouchers to all families, including those applications that qualified during lockdown. We had 41% (15 / 37) PPG children attend during the school closure & partial reopening. 14% (5 / 37) of PPG children did not attend for shielding reasons. For the remaining 46% (17 / 37), including the families that were shielding, regular contact from the class teachers, SENDCo and Parent Support Advisor was maintained. It was noted that the majority of PPG children did struggle to access the remote learning for reasons including; motivation, access to resources (sharing IT equipment with siblings) and parent engagement or parent confidence when supporting their child. Of the PPG children that remained at home, 29% (5/17) requested paper copies of the home learning.

This year, parent support packs may need additional resources to help with any potential remote learning should the school go into lockdown again, or if a child is self-isolating. The planning and delivery of interventions will need to be closely monitored to ensure impact, particularly any PPG children accessing the Tutoring Programme funded by the government.

The school kept the money for visits and cultural experiences ring fenced, initially to be used for the Y6 residential trip in September.

Externally provided programmes

Programme	Provider
Phonics Bug	Pearsons
White Rose Maths	White Rose Maths
Times Table Rock Stars	Maths Circle Ltd
TenTen RSE	Ten Ten Group
Nessy	Nessy Learning



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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">- Resources to support home learning- Breakfast club- After school clubs- Curriculum resources and staffing for any additional intervention support
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">- Service children with additional learning needs received specialist assessment and interventions.- Families were supported with access to out-of-school hours clubs.