

Pupil premium strategy statement – St Austin’s RC Primary

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	21.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Patsy Wade, Headteacher
Pupil premium lead	Daniel Whittaker, Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 100, 640
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0 (funding ceased at end of 2024)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 100, 640

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 Reading	<p>Our recent phonic data identifies that between 25% and 30% of disadvantaged pupils are below age-related expectations for phonetic development.</p> <p>Internal assessments indicate that reading attainment among disadvantaged pupils is currently 27% below their non-disadvantaged peers across the whole school.</p> <p>National assessment data at KS2 indicates that 17% of pupil premium pupils achieved the expected standard v 50% of non-PP pupils.</p>
2 Oracy	<p>Diagnostic testing (Language Link), teacher assessments and pupil observations indicate the need to develop communication and language skills of pupils from entry.</p> <p>100% of PP pupils currently enter school below expected level of attainment for listening, attention and understanding, and for speaking.</p>
3 Writing	<p>The gap in writing attainment has increased between disadvantaged pupils and their non-disadvantaged peers. According to internal school data only 34% of pupils across KS1 and KS2 are working at ARE compared to 58% of non-PP pupils, a gap of 24%.</p> <p>Teacher assessment at KS2 indicates that 50% of PP pupils achieved the expected standard of writing v 61% of non-PP pupils.</p>
4 Maths	<p>Internal assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Across the whole school 49% of disadvantaged pupils are working at ARE compared to 72% of their peers. Over the last 2 years, in KS1, between 49-54% of our disadvantaged pupils were working at ARE, compared to 71-72% of their non-disadvantaged peers.</p> <p>On average over the last 2 years, upon entry to Reception class 50% of our disadvantaged pupils arrive below age-related expectations in mathematics, compared to 68-70% of their non-disadvantaged peers.</p> <p>Over the last 2 years, in KS1, between 25-70% of our disadvantaged pupils were working below age-related expectations, compared to 75-77% of their non-disadvantaged peers. Whilst in KS2 between 41-42% of our disadvantaged pupils achieved ARE, compared to 71-72% of their non-disadvantaged peers.</p>

	National assessment data indicates that 17% of PP pupils achieved the standard v 50% of non-PP pupils.
5 Wellbeing	<p>According to the Children’s Society, the likelihood of young people having a mental health problem has increased by 50% Children's Mental Health Statistics The Children's Society (childrensociety.org.uk). In our school, referrals for mental health services such as CAMHS, the NHS Mental Health Support Team, Early Help and other counselling services has increased significantly.</p> <p>Teacher referral rates for social and emotional support for disadvantaged pupils (22%) are currently much higher than non-disadvantaged pupils (3.2%).</p>
6 Attendance	Our attendance data this year has shown a narrowing of the gap between disadvantaged and non-disadvantaged pupils however the overall absence rate remains high at 7.4% which was slightly higher than the national average of 7.1%.

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 reading attainment among disadvantaged pupils.	<p>Phonic scores in Year 1, and at the end of Year 2, will be above the national average which is currently 79% for Y1 and 89% for Y2.</p> <p>Phonics scores in Y1 will show that disadvantaged pupils exceeded the national average of 79% of pupils meeting the standard in phonics in 2026/27 and more than 89% in Year 2.</p> <p>KS1 reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2026/27 show that more than 73% of disadvantaged pupils met the expected standard.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments (National GPS and Language Link) and teacher 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.
Improved writing attainment among disadvantaged pupils by the end of Key Stage 2.	Writing outcomes improve each year so that by 2026/27 the gap between disadvantaged pupils writing attainment at the end of KS2 and all

	other children has reduced to less than a 10% difference. This will be measured by teacher assessments against national expectations.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS1 maths outcomes in 2026/27 show that more than 79% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2026/27 show that more than 79% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in teacher referral rate for social and emotional support.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, with a closed gap between disadvantaged pupils and their non-disadvantaged peers. • The overall absence rate for all pupils to be below the national data, which is currently 7.1% • the percentage of all pupils who are persistently absent to be in line with national statistics (currently 20%) and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £ 48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments through NFER.</p> <p>Ongoing training for staff to ensure that assessments are completed effectively.</p> <p>Time for staff to analyse the implications of data arising from assessments.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1,2,3,4
<p>Implement <i>Mastering Number</i> programme across KS2.</p> <p>Continue with <i>Mastering Number</i> programme across EYFS and KS1.</p>	<p>The National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) have developed the mastering number programme.</p>	4
<p>Purchase of <i>Maths no Problem (EYFS – Y5)</i> and <i>White Rose Maths</i> materials (Y6).</p> <p>CPD for teaching staff and teaching assistants through:</p> <ol style="list-style-type: none"> the local Maths Hub Teaching School’s Alliance Local ROSE network 	<p>DFE approved textbook and scheme for ‘Teaching for Mastery’ <i>Maths No Problem</i></p> <p>Furthermore as part of its research review series OFSTED recognised that “Textbooks, lesson plans and resources are common features of successful approaches (OFSTED Mathematics Research Review).</p> <p>According to the EEF, there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches Mastery Learning.</p>	4
<p>Replenishment of RWinc resources.</p> <p>Access to CPD for implementation of RWinc.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p>	1,2

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Continued employment of a phonic manager.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1,2
Purchase of <i>Pathways to Write</i> scheme.	<p>The EEF report on improving literacy advocates the use of a structured approach to writing, including breaking the writing process down into distinct elements. It also advocates the importance of the use of rich and engaging texts in ensuring high quality outcomes.</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The <i>Pathways to Write</i> scheme utilises all of those elements and has been used successfully by schools within our local school's network to improve writing in their schools.</p>	1,2,3
<p>Themed writing weeks and oracy projects.</p> <p>CPD for teaching staff and teaching assistants through:</p> <p>d) Teaching School's Alliance</p> <p>e) Local ROSE network</p>	<p>"Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes." EEF.</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>A focus on communication and language benefit disadvantaged children even more-so than their non-disadvantaged peers. (EEF Guidance Report - Improving communication, language and literacy in the early years). Focusing on language and communication is especially important for young children and will support the development of a range of early literacy skills as well as their wider knowledge and understanding. Developing vocabulary is important for later literacy development and students from disadvantaged backgrounds who are more likely to have a less extensive vocabulary (EEF Guidance Report - Improving communication, language and literacy in the early years).</p>	1,2,3

	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improve the quality of social and emotional learning. This will be done via accessing the local ROSE school network, in addition to CPD opportunities within the Teaching School's Alliance.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	5
<p>To promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.</p> <p>Sequenced spelling scheme used throughout the school.</p> <p>Handwriting exercise books to be used within all classes each day.</p>	<p>Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being covered.</p> <p>DFE: What is the research evidence on writing?</p>	1,2,3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging the services of an educational psychologist.</p>	<p>"The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty"</p> <p>EEF Improving Literacy.</p> <p>As a school, we value the input of educational psychology in enabling us to gain a highly accurate picture of pupil strengths and areas for development.</p>	1,2,3,4,5

<p>Booster sessions for reading, writing, phonics and mathematics.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Implementation of oracy interventions</p> <p>Fund release time for staff training and delivery of the programme</p>	<p>Oral language interventions have been shown to have a positive impact on development (on average 6 months) with a high evidence strength.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Purchase of online licenses to support diagnostic assessments of pupils and provide learning pathways for individual students:</p> <p>Accelerated Reader Century Language Link Speech Link NESSY</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. It can be engaging and motivating for pupils.</p> <p>EEF: Using Digital Technology to Improve Learning</p> <p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes.</p> <p>EEF: Diagnostic Assessment Tool.pdf (educationendowmentfoundation.org.uk)</p> <p>Accelerated Reader appears to be effective for weaker readers as a catch-up programme</p> <p>EEF:A web-based programme that encourages children to read for pleasure</p>	<p>1,2,3,4</p>
<p>Teaching assistant interventions, which include:</p> <p>RWinc 1:1 sessions, Fresh Start, Talk Boost, Language Link, Speech Link, Get Writing, DfE Ready to Progress maths sessions, Numicon,</p>	<p>Making best use of Teaching Assistants – EEF report</p> <ul style="list-style-type: none"> - Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points. - Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. - Explicit links to classroom teaching made. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4,5</p>

Social skills.		
----------------	--	--

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

Budgeted cost: £ 22, 140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging the services of an educational psychologist.	The EEF report <i>Improving Behaviour in Schools</i> also advocates carrying out functional behaviour assessments in order to ascertain Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,5
Engaging the service of an educational welfare officer to monitor attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance (publishing.service.gov.uk)	6
Subsidised trips, breakfast club and extra-curricular activities.	The EEF teaching and learning toolkit identifies arts participation as having a positive impact on academic outcomes, particularly in English and maths. It also identified a positive impact on attitudes to learning and well-being. Arts participation EEF (educationendowmentfoundation.org.uk) Magic Breakfast EEF (educationendowmentfoundation.org.uk)	5,6
St Vincent de Paul book scheme to ensure that every disadvantage pupil has access to high-quality reading books at home to share with their family.	A study for the Literacy Trust identified that children who had a book at home were more engaged with reading and were 6 times more likely to be at the expected level for their age. Book ownership in 2022 final.pdf (literacytrust.org.uk)	1,2,3,5,6
Engaging the services of a counsellor, through Philippi Trust and the NHS Mental Health Support Team,	Research indicates that 1 in 5 children and young people have a probable mental health condition, whilst 50% of those with lifetime mental health problems first experience symptoms by the age of 14.	5,6

<p>which will be predominantly used for disadvantaged pupils.</p>	<p>Improving children’s and young peoples mental health – Place2Be</p> <p>Furthermore, it has been shown that those with a probable mental health condition are 7 times more likely to be absent from school for more than 15 days. School counselling services have been demonstrated to have a positive impact on short and long-term mental health, as well as having a positive impact on educational outcomes.</p> <p>Longer-term effects of school-based counselling in UK primary schools - PMC (nih.gov)</p>	
<p>Engaging the services of a school improvement partner. The SIP partner will be requested to look at PP provision.</p>		<p>1,2,3,4,5,6</p>
<p>Contingency fund</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: £ 100, 640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of year update 2024:

Attainment

Internal tracking – based on Teacher Assessment - identified:

Only a 28% difference in disadvantaged and non-disadvantaged pupils in reading, writing and maths attainment across the school.

At the end of Key Stage 1 there was a 3% difference between PP pupils and non PP pupils in reading attainment, and a 2% difference between PP pupils and non PP pupils at a greater depth level of attainment.

At the end of Key Stage 1 there was a 3% difference between PP pupils and non PP pupils in writing attainment.

At the end of Key Stage 1 there was a 7% difference between PP pupils and non PP pupils in mathematics attainment.

At the end of Key Stage 2 38% of PP pupils attained ARE in reading.

At the end of Key Stage 2 45% of PP pupils attained ARE in writing.

At the end of Key Stage 2 42% of PP pupils attained ARE in mathematics.

Across the whole school 25% of PP pupils attained reading, writing and maths combined.

In Y1 PP pupils are outperforming non-PP pupils in writing. In Y6 PP pupils are outperforming non-PP pupils at greater depth reading.

Across the whole school there was an increase of 8% in PP pupils working at ARE in reading, writing and maths combined.

Across the whole school, the attainment level of PP pupils at greater depth improved in reading by 9%.

Across the whole school, the attainment level of PP pupils remained broadly similar.

KS2 national assessment data indicates that in 23/24 17% of PP pupils were at the expected standard for reading compared to 50% of non-PP pupils. It also indicated that 50% of PP pupils

were at the expected standard for writing compared to 61% of non-PP pupils. Additionally, 17% of PP pupils were at the expected standard for maths compared to 50% of non-PP pupils.

Well-being

Pupils have continued to access counselling sessions within school via the Phillipi Trust and had access to external agencies if required. Pupil and parent responses to measures implemented were positive. Provision has also been provided by the NHS Mental Health Support Team.

Assessment of previous PP Strategy:

Below is the list of intended outcomes from our previous strategy highlighted to indicate if the outcome has been met, partially met, or not met.

Intended outcome	Success criteria	Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments (National GPS and Language Link, NELI tracking system) and teacher 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.	Partially met. Data indicates that 65% of PP pupils achieved the standard in spoken language by the end of KS2. Having said that, the challenge remains since pupils entering into Reception continue to have spoken language levels significantly below the expected level upon entry.
Improved reading attainment among disadvantaged pupils.	Phonic scores in Year 1 show that 82% or more of disadvantaged pupils met the expected standard in phonics in 23/24 and more than 91% in Year 2. KS1 reading outcomes in 23/24 show that more than 75% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 23/24 show that more than 73% of disadvantaged pupils met the expected standard.	Not met. Between 75-80% met the expected standard. Partially met. Outcomes this year were 65% (within that, there were 18% at GDS, more than the non-PP pupils). Partially met. Only 31% of pupils met the expected standard. Although 62% of PP pupils met the standard last year.

<p>Improved writing attainment among disadvantaged pupils by the end of Key Stage 2.</p>	<p>Writing outcomes improve each year so that by 23/24 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children. This will be measured by teacher assessments against national expectations.</p>	<p>Partially met. This year the gap has increased to 18%, however based on previous years, the gap has been reducing. Last year the gap was only 5%.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS1 maths outcomes in 23/24 show that more than 79% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 23/24 show that more than 76% of disadvantaged pupils met the expected standard.</p>	<p>Partially met. 75% of pupils met the standard. The difference between 75 and 79% is 1 pupil.</p> <p>Partially met. Only 23% of pupils met the target this year. However, last year 64% of pupils achieved the outcome. 60% of the current Y5 class are on track to achieve the outcome at the end of the current year.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 23/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in teacher referral rate for for social and emotional support. 	<p>Partially met. There has actually been an increase in the number of referrals. However, it must be noted that much of this increase can be linked to the improved link between school and external services to access early help for pupil.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 23/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4.7%, with a closed gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils who are persistently absent 	<p>Partially met. Absence rate was 7.4% for all pupils. However, the gap between disadvantaged and non-disadvantaged pupils has reduced to 0.2%.</p> <p>Met – national figure was 20% as of 14 June 24, our internal school</p>

	to be in line with national statistics and the figure among disadvantaged pupils being no more than 2% lower than their peers.	figure was 16.4% and should be 14% by the end of the 23/24 academic year.
--	--	---

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Century Tech	Century
Numbots	Maths Circle
Times Tables Rockstars	Maths Circle
Nessy	Nessy
Language Link	Speech and Language Link
Speech Link	Speech and Language Link
Accelerated Reader	Renaissance Place
Philipi Trust	Philipi Trust

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils