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 Austin's RC Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	25.3
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Patsy Wade, Headteacher
Pupil premium lead	Cormac McCaughley, Deputy Headteacher
Governor / Trustee lead	Mr Kevin Crooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73 975
Recovery premium funding allocation this academic year	£4 788
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	£78 763

Part A: Pupil premium strategy plan

Statement of intent

At St Austin's RC Primary school, it is our intention is that all pupils - irrespective of their background or the challenges they face - make good progress and achieve high attainment across all subject areas. Our pupil premium strategy is focused on how we can close the gap between disadvantaged pupils that their peers year on year to ensure all pupils are given the chance to achieve their true potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Using a balanced structure to map out our approach and the EEF's Pupil Premium Guide, we will adopt a tiered model which focuses on: high quality teaching, targeted academic support, and wider strategies.

These strategies will utilise robust diagnostic assessments in Reading, Writing and Mathematics as well as analysing in school tracking of pupil wellbeing and attendance to provide insights and inform the challenges faced by our pupils and not be based on assumptions about the impact of disadvantage.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved and progress alongside their disadvantaged peers.

Our strategy is also integral to our school development plan and our wider school plans for education recovery, notably in its targeted support through School-led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Diagnostic testing (Language Link), teacher assessments and pupil observations indicate the need to develop communication and language skills of pupils from entry.
2	Our phonic data on entry over the past 4 years identified between 67% and 100% of disadvantaged pupils having no recognition of set 1 sounds thus negatively impacting their development as readers compared to a range of 20-54% of non-disadvantaged pupils Internal assessments indicate that Reading attainment among disadvantaged pupils on coming out of 'lockdown' is 27% below their non-disadvantaged peers across Key Stage 1 and Key Stage 2.
3	Writing attainment has suffered during the pandemic across the school. This is more pronounced with disadvanged pupils, wherein only 37% of whom across Key Stage 1 and Key Stage 2 are working at ARE compared to 69% of their non-disadvantaged peers.
4	Internal assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Across the whole school 56% of disadvantaged pupils are working below ARE compared to 18% of their peers. On entry to Reception class in the last 2 years, between 86 - 100% of our disadvantaged pupils arrive below age-related expectations. In KS1 pre-COVID for two years, between 42-55% of our disadvantaged pupils were working below age-related expectations compared to 8-25% of other pupils.
5	Parent and pupil wellbeing surveys identified the negative impact that COVID and has had on pupils' wellbeing with 66% of parents surveyed identifying negative effects on their children over lockdown and 37% of parents identifying anxious behaviours at home. Teacher referral rates for social and emotional support for disadvantaged pupils on returning to school has also been higher than non-disadvantaged pupils.
6	Our attendance data, two years prior to COVID, began to show a closing of the gap between disadvantaged and non-disadvantaged pupils. However, due to COVID this gap has once again widened with an internal gap for 2020-2021 of 2.69%. Currently, 30% of disadvantaged pupils have been 'persistently absent' compared to 21% of their peers.

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 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.
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 2024/25 and more than 91% in Year 2.
	KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils by the end of Key Stage 2.	Writing outcomes improve each year so that by 2024/25 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.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.
	KS2 maths outcomes in 2024/25 show that more than 76% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in teacher referral rate for for social and emotional support.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • 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 to be in line with national statistics 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: £41 850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed dialogic activities across the school curriculum. Purchase resources and fund teacher and Teacher Assistant training. Implement a weekly focus session for each year group with trained staff.	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). 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. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,2
Update support materials for a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Employment of phonics programme manager.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 2, 3

Access training for staff to successfully deliver the programme and fund release time.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics	Toolkit Strand	Education Endowment Foundation	EEF](#)	
To promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. Sequenced spelling scheme used throughout the school. Handwriting exercise books to be trialled within the school.	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. [DFE: What is the research evidence on writing?](#)	1, 2, 3
Development of our maths curriculum planning and teaching in line with DfE and EEF Ongoing CPD for teaching staff through - North West 3 Maths Hub Ongoing resource purchase of Maths No Problem teaching for Mastery scheme across KS1 and KS2 Introduction of MNP in Reception	DFE approved textbook and scheme for 'Teaching for Mastery' *Maths No Problem* 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](#)). According to the EFF, 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](#).	4
Implement the 'Mastering Number' programme EYFS-Year 2	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.	4

Fund release time for staff to access training.	

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

Budgeted cost: £ *25 314*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Nuffield Early Language Intervention – Fund release time for staff training and delivery of the programme	In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale. EEF: Improving spoken language skills in young children around the time that they start school	1, 2, 3
Purchase of online licenses to support diagnostic assessments of pupils and provide learning pathways for individual students: Accelerated Reader Mathletics Century 21	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. EEF: Using Digital Technology to Improve Learning 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. EEF: Diagnostic_Assessment_Tool.pdf (educationendowmentfoundation.org.uk) Accelerated Reader appears to be effective for weaker readers as a catch-up programme EEF:A web-based programme that encourages children to read for pleasure	1,2,3,4
Engaging with the School-led Tutoring Programme to provide a blend of tuition,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 3, 4

mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition	EEF (educationendowmentfoundation.org.uk)	
Intervention teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching Interventions include: RWI 121 Fresh start Talk Boost Language Link Speech Link DFE Exemplifcation Materials Numicon Intervention Programme Get-writing	Making best use of Teaching Assistants – EEF report - 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4, 5

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

Budgeted cost: £ *11 599*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to support implementation of SEL into everyday teaching practice. Social Skills groups to be established across all year groups. Play Therapy to be offered as a support for pupils. Access to External Councillors to be paid for: The Philippi Trust Access to EdPsch when needed	EEF – 'Social and emotional skills' are essential for children's development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. Social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes over the course of an academic year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Childhood trauma has an adverse impact on children when there is no emotionally available adult as a protective factor. EEF: Improving Social and Emotional Learning in Primary Schools EEF: Social and emotional learning Trauma Informed UK Schools	1, 2, 3, 4, 5, 6
Increased engagement with FSM families to support with attendance. Attendance Officer to work with families. Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out.	1, 2, 3, 4, 5, 6

School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Contingency fund for acute issues.	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.	1, 2, 3, 4, 5, 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Attainment

Internal tracking – based on Teacher Assessment - identified:

Only a 1% difference in PP and Non PP pupils in Reading Writing and Maths attainment by the end of KS2.

71% of PP pupils attained ARE in Mathematics by the end of Year 6.

Across KS2 there was an increase of 9% in PP pupils working at ARE.

Across both Key Stages, the attainment level of disadvantaged pupils improved in Mathematics by 7%.

Improvements in KS1 could also be seen from the beginning of the year in both Reading and Maths with 15% more disadvantaged pupils working at ARE.

There was a 7% improvement in the attainment of disadvantaged pupils in the Year 2 Autumn Phonics Screening check.

Remote Learning

We audited pupil's accessibility to technology at home and provided all pupils who required it with a laptop or tablet to ensure they could access their daily lessons at home.

We carried out well-being calls once or twice a week depending on the level of need to PP Pupils.

Online social skills groups were set for pp pupils in isolation.

Well-being

Pupils on return to school accessed counselling sessions within school and had access to external agencies if required. Pupil and parent responses to measures implemented were positive.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

With not having access to national assessments to measure outcomes, effective assessment of many of the programmes delivered cannot be carried out.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)