# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | St Augustine’s CE (VA) Junior School |
| Number of pupils in school | 229 |
| Proportion (%) of pupil premium eligible pupils | 37% (84 children) |
| Academic year/years that our current pupil premium strategy plan covers | 2023-24 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Sam Brunt |
| Pupil premium lead | Sam Brunt |
| Governor / Trustee lead | Kirsty Davies |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £115628 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total | **£115628** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The staff and governors of St Augustine’s CE (VA) Junior School embrace responsibility for ‘socially disadvantaged’ pupils and are committed to meeting all their needs within a caring and nurturing environment. We strive to ensure that each child will develop a love for learning and acquire skills to enable them to achieve their best during their time at St Augustine’s and beyond as adults who contribute fully to the community. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Emotional resilience is much reduced for a small number of disadvantaged pupils, potentially hindering progress and attainment. |
| 2 | 27 children in receipt of PP funding, also have additional needs and are on the school SEND register. 21 have English as an additional language. |
| 3 | A small number of parents of disadvantaged pupils are “hard to reach” and their lack of engagement potentially hinders progress and attainment. |
| 4 | 66 pupils in receipt of PP have at least one safeguarding concern recorded, 17 have either historic or current Early Help Assessments in place. These external issues impact on children’s readiness to learn. |
| 5 | PP children nationally have been adversely affected by the COVID pandemic and subsequent national lockdowns – lack of experiences particularly apparent as well as lack of lower attainment compared to non-PP |

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## 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.

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| Intended outcome | Success criteria |
| To increase confidence and well-being of those children struggling with emotional regulation and social relationships to improve readiness for learning. | Teachers and support staff will report an improvement in readiness to learn. Progress will be evident from assessments. |
| To better engage the parents/family members of disadvantaged pupils in their children’s learning. | Disadvantaged children will make rapid progress in reading, writing and maths. |
| To ensure continued improvement in attendance so that attendance rates for PP children remain comparable with those for non PP children | Gap in attendance figures will close. No disadvantaged child will be a persistent absentee. |
| To ensure that more able disadvantaged pupils make good progress. | All disadvantaged pupils will make good progress. Gaps in learning will be swiftly addressed through targeted support. PiXL data will evidence impact of intervention. |

## 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: £ 46500

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide weekly “Forest Schools” sessions led by Eco lead – help to build resilience  (£25000) | <https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf> | 1, 5 |
| *Provide in-house and external CPD for all teaching and support staff on: vocabulary development, active questioning, AfL, challenge and mastery*  *(£1500)* | <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 2 |
| *Release subject leads 1 afternoon per half term to monitor subjects, with a particular focus on PP impact*  *(£2000)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 2 |
| *Allocate 2 days per week for DHT to teach small group tuition in core subjects*  *(£17000)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 5, 1 |
| *Release WCSE lead 1 afternoon per half term to monitor impact of 1:1 and small group sessions*  *(£1000)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 2 |

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

Budgeted cost: £ 28000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Set aside one hour each week for teachers to work specifically with PP children in targeted WCSE sessions*  *(£6000)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction> | 5 |
| *Provide time for teachers to engage with parents of WCSE children in order to improve engagement*  *(£2000)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction> | 3, 5 |
| *Provide Accelerated Reader across school*  *(£20000)* | <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 5 |

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

Budgeted cost: £ 40000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Employ a Family Support Worker to work in partnership with and to support vulnerable children/families, including leading EHA.*  *(£25000)* | <https://doncasterchildcare.proceduresonline.com/pdfs/parent_fam_support_fw.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 3, 1, 2, 4 |
| *Provision of “wellbeing” counsellor one day a week to support children with a range of social and emotional needs. Also, employ a “Learning Mentor” teaching assistant to work with small groups of vulnerable children on eco projects.*  *(£11000)* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1, 4 |
| *Provision of free-to-use breakfast club to encourage attendance of disengaged children/families and ensure children are fed before school*  *(£3000)* | <https://pubmed.ncbi.nlm.nih.gov/14637332/> | 1, 5 |
| *Subsidise school visits/visitors and extra -curricular opportunities eg. music tuition, after school visits.*  *(£4000)* | <http://www.lotc.org.uk/wp-content/uploads/2013/10/Pupil-Premium-Graham-Lodge-CLOtC-version-for-website-and-newsletter-4-9-13-updated-12-6-14.pdf> | 5 |

**Total budgeted cost: £** *114500*

# 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 2022 to 2023 academic year.

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| ***Outcomes from previous year (2021-22 - Pupil Premium allocation: £105260/Recover Premium allocation £11020/Total - £*116280*)***   * All PP children were invited to School-Led Tutoring. 58 accessed at some point. In order to encourage parents to take up tutoring, breakfast was offered subsequent to tuition session.   ***End KS2 Data 2022-23*** (15 PP children out of 59 total – 25%)   |  |  | | --- | --- | |  |  |  * Significantly behind in terms of attainment in all areas at end Y6. * Maths/English broadly similar at EXP, but combined significantly lower, highlighting inconsistencies in children’s abilities   ***Attendance comparison:***   |  |  |  |  | | --- | --- | --- | --- | |  | 2020-21 | 2021-22 | 2022-23 | | PP | 88.6% | 93.2% | 92.9% | | Whole School | 93.8% | 94.2% | 94.5% |  * Although there is an improvement in attendance since 2020-21, attendance of PP children is still lower than the school average and has dipped by 0.3% since 2021-22. |