

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	The St Augustine's Academy
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Lee Hessey
Pupil premium lead	Mrs Louise Selden (Principal)
Governor / Trustee lead	Mrs Sue Trentini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 216,569
Recovery premium funding allocation this academic year	£ 22,040
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	£ 238,609

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils and the activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

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 sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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	Children starting at The St Augustine's Academy in Early Years are often assessed as being well below the developmental stages appropriate for their age. underdeveloped oral language skills and vocabulary gaps
2	Assessments and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. From low starting points, an average of 82% of pupils are expected to pass the Year 1 Phonics screening check. There is a negative impact on their development as readers for pupils who do not reach the required standard and historic reading results at the end of KS1 and KS2 reflect this.
3	Some children have low levels of self-esteem and social and emotional challenges. 35 pupils (28 of whom are disadvantaged) currently require additional support with social and emotional needs.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Many children across school have narrow experiences of attending out of school activities and trips. The school therefore provides an environment where children can access such opportunities free or subsidised.
6	Observations evidence that pupils who attend school in non-uniform are often responded to differently by other pupils and do not always see their education as a priority have. Many of our disadvantaged children would come to school with incorrect uniform without school's support with this.

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 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.
Improved reading attainment among disadvantaged pupils.	Phonics results and KS1/ KS2 reading outcomes in 2025 are at least national and show that more than 75% 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 2021-2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved academic achievement for all pupils, particularly our disadvantaged pupils.	Sustained high achievement demonstrated by: <ul style="list-style-type: none"> • the overall SATs for all pupils being at least national and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £ 116,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,4</p>

ongoing teacher training and release time.		
Embed the Forge Phonics programme supported by English Hub	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4
Improve the quality of social and emotional learning. e.g. Take 5 Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3,4
Smaller class sizes will be maintained to support small group tuition in class and more effective, regular feedback.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4

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

Budgeted cost: £58,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Follow a programme- purchased or school led- to improve listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4
Provide 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: £ 64,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise or provide free after school clubs, experiences in school (e.g. Victorian day) arts tuition (sessions with the music tutor) to widen pupil's experiences and have a positive impact on wellbeing and aspiration.	https://www.lotc.org.uk/wpcontent/uploads/2010/12/Ofsted-Report-Oct-2008.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,4,5
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Support with purchasing school uniform and PE kit to reduce perceptions of difference and to allow for full participation in all aspects of school life.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3,4,6
Provide pupils with the opportunity to access a keyworker, counselling, play therapy, support from an	Experience, data analysis and observations within our setting suggest that by receiving support from our Keyworkers and ELSA trained member of staff, the children who receive support are more likely to become happier in school and are given the foundations to make better academic progress. We	3,4

ELSA (emotional literacy support assistant) as necessary.	provide individual sessions with a play therapist or counsellor after consultation with parents.	
Provision of a health and well being mentor to provide tailored targeted approaches to meet the needs of pupils with more challenging behaviour.	Health Mentors from EVOLVE provide targeted individual or mentoring, group sessions. The Health Mentors have all the skills they need to create a healthier and happier school culture. They provide inspiring role models for children, staff and parents. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3,4
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.	

Total budgeted cost: £ 238,609

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.

INTENDED OUTCOMES

- Pupils eligible for PP will make at least good progress in R W M
- Increased proportion achieving ARE in RWM by end of 2021, in Y2 and Y6.

2021 results reported to LA

EYFS FSM6

GLD 63.3% Notts LA 45.3%

KS1 FSM6

Reading 57.9% LA 42.2%

Writing 47.4% LA 39.3%

Maths 57.9% LA 49.3%

KS2 FSM6

Reading 73.1% LA 63.5% PROGRESS -0.3

Writing 65.4% LA 55.8% PROGRESS -0.1

Maths 50.0% LA 59.2% PROGRESS -2.2

KS2 RWM ARE

FSM6 50% LA 47.6%

Non FSM6 77.1% LA 73%

- Social and emotional needs are met

Children are school ready, able to access the curriculum appropriately and are calm, happy and enjoy learning. Behaviour in school is good overall and pupils are receiving timely and appropriate emotional support.

The keyworker system continues to be effective in supporting emotional needs. Detailed provision maps are in place for particularly challenging pupils. ELSA counselling, NLP, Take 5, Evolve Mentor and Play Therapy to continue.

- All children will participate in a rich and varied curriculum

Pupils have had the same opportunities offered with additional funding or support where necessary. COVID restrictions unfortunately meant that trips and after school clubs did not take place in the 2020/2021 academic year.

- PP children will maintain their attendance of +95%

COVID impacted the usually good whole school attendance figures as there is usually no significant difference between attendance of PP pupils and non PP pupils. This year the overall school attendance for 2020/ 2021 was 95% but the attendance of PP pupils fell slightly below the attendance of non PP pupils to 93.8% (Non pp 96.2%)