

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	400
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Nunn Director of education
Pupil premium lead	Chris Hind Principal
Governor/Trustee lead	Mrs Sue Trentini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,435
Recovery premium funding allocation this academic year	£0
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	£195,435

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 at least expected progress and are able to reach their full potential in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their personal goals by considering all the challenges that they have and ensuring that they can overcome them to succeed, including our children who are already high attainers.

We will consider all barriers that our disadvantaged learners may have, whether they are academic or non-curricular. This statement will outline our approach to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach and we strive to incorporate many identified and approved strategies to be able to focus on the needs of our disadvantaged pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap. This approach to our high-quality teaching will not only support the progress and attainment of our disadvantaged pupils, but also the development of all pupils in our school so that collaborative learning, progress and attainment is equal for all.

Our approach to each individual pupil is based on robust diagnostic assessment of their particular needs. We will focus on common challenges paired with individually assessed issues which need additional intervention and support. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that all disadvantaged pupils are set challenging and appropriate work
- Provide effective intervention and additional support to those who require it
- Ensure that staff take responsibility for the progress and attainment of their disadvantaged pupils and adopt a whole school ethos of high expectations

Challenges

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

Challenge number	Detail of challenge
1	Assessments and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. From low starting points, a national average of 80% of pupils reached the expected level in phonics in 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 KS2 where the gap between FSM and non FSM was 21.9%
2	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 with underdeveloped oral language skills and vocabulary gaps. This was highlighted in the 2025 EYFS data where there was a 37.4% gap between FSM children compared to non FSM children.
3	Pupil Premium children achieve significantly lower in writing than their non Pupil Premium counterparts. This was clearly highlighted in KS2 data where the gap was 21%
4	Pupil Premium children achieve significantly lower in mathematics than their non Pupil Premium counterparts. This was clearly highlighted in KS2 data where the gap was 28.3%
5	Our internal observations and discussions with colleagues, pupils and parents have identified social and emotional issues for many pupils, notably, confidence, self-esteem, personal belief due to a lack of enrichment opportunities and a sense of equality. This has resulted in a lack of focus, concentration and has therefore affected progress and attainment.
6	Children with poor attendance or low to high level behaviour needs are unable to access the full curriculum and make expected or accelerated progress to be achieving in line with their peers. Pupil Premium children had attendance of 92.5% based on 2025 data, with a gap of 3.1% from non-Pupil Premium children.

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	Assessments and reading outcomes data over the next three years show that disadvantaged pupils are making progress in reading and that the percentage of pupils reaching the age-related attainment level improves year on year and narrows the gap.
Improved oral language skills and vocabulary among identified disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This can be assessed from different sources: • Engagement in lessons • Book scrutiny • Termly assessments • Intervention assessments
Improved writing attainment among disadvantaged pupils.	Writing teacher assessments over the next three years show that disadvantaged pupils are making progress in writing and that the percentage of pupils reaching the age-related attainment level by the end of each academic year improves from year to year and narrows the gap.
Improved maths attainment among disadvantaged pupils.	Assessments and maths data over the next three years show that disadvantaged pupils are making progress in reading and that the percentage of pupils reaching the age-related attainment level improves year on year and narrows the gap.
Improvement in physical and mental wellbeing for all pupils in school, particularly our disadvantaged pupils	Sustained levels of physical and mental wellbeing are achieved over the next three years are evident through: • PE assessments, observations, discussions with pupils and parents, school reports • Improved child self-assessment and confidence, highlighted through book scrutiny which shows resilience, focus and achievement • A reduction in behaviour related incidents, especially records through CPOMS • Uptake in breakfast club, after school clubs, school trips, residential visits for disadvantaged pupils
To continue to improve attendance of all pupils, especially our disadvantaged pupils	• Attendance data for disadvantaged pupils is consistently above 94% • Attendance gap between disadvantaged pupils and non-disadvantaged pupils is no greater than 1%

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: £94,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into specific strengths and areas for development of each pupil to help ensure they receive the correct additional support through interventions, feedback or teacher instructions Standardised test – Feedback - EEF	1,3,4
To purchase White Rose Hub subscription for mathematics to ensure developmental learning in maths and mastery teaching to target higher achievers.	The DfE guidance has been produced in conjunction with the National Centre of Excellence in the teaching of mathematics, drawing on evidence based approaches. Maths Guidance KS2 – DfE and Centre of Excellence Mastery Learning - EEF	4
To purchase TT Rock Stars to promote times tables within mathematics that will underpin and support mental arithmetic and mathematical development.	Within the DfE guidance, progression of number facts throughout KS1 and KS2 supports mathematical development Maths Guidance KS2 – DfE and Centre of Excellence	4
To ensure staffing in all year groups enables small group teaching to develop focus, confidence and self-esteem. This focussed approach to learning will help to improve progress and attainment for disadvantaged learners.	Through evidence from the EEF, it is proved that a wide range of group teaching and collaborative learning styles helps pupils make expected and accelerated progress Collaborative Learning - EEF Individual Instruction - EEF Mastery Learning - EEF Small Group Work - EEF Feedback - EEF	1,2,3,4
To provide staff CPD to ensure provision is personalised and effective for pupil premium children.	Through planning and personalised coverage, Pupil Premium children's personal needs are met. Individual Instruction - EEF	1,2,3,4,5,6

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

Budgeted cost: £57,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants will be employed to provide targeted intervention and 1:1 support. Small group working within class and with Teaching assistants ensure quality teaching and feedback can be given	Through evidence from the EEF, it is proved that a wide range of group teaching and collaborative learning styles helps pupils make expected and accelerated progress Collaborative Learning - EEF Individual Instruction - EEF Small Group Work - EEF Feedback - EEF Teaching Assistant Intervention - EEF	1,2,3,4
To provide staffing for targeted Phonics intervention to support attainment in Year 1, catch up in Year 2 and further targeted phonics support within KS2.	Phonics approaches have a strong evidence base including a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be effective. Phonics - EEF	1
To provide staffing for Speech and Language intervention within EYFS to support identified children new to school with clear gaps in development.	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	2

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

Budgeted cost: £43,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
School will employ a Family Liaison Officer to provide 1:1 support to children through ELSA provision and family support to develop home relationships and boost attendance.	Improved social and emotional behaviours are proven to improve outcomes in school and later on in life. With 1:1 intervention, disadvantaged pupils who have been assessed as needing support can develop strategies which help support good learning behaviours and attitudes Social and Emotional Learning - EEF Behaviour Interventions - EEF	5,6
To purchase REAL PE to ensure physical activity is provided 2 hours per week to improve physical and mental development.	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits of physical activity for core academic attainment particularly literacy and mathematics. Physical Activity – EEF	5
We will part subsidise breakfast club, after school club, school trips and residential visits by 50% to support physical and mental wellbeing and engagement in a wider curriculum equal to non-disadvantaged peers.	Access to extra-curricular activities and visits results in improved wellbeing and supports social and emotional development. As lockdown has resulted in a lack of opportunities, disadvantaged pupils have easier access to these experiences. Arts Participation - EEF Physical Activity – EEF Social and Emotional Learning - EEF	5,6
To continue Embedding principles of good practise set out in the DfE's Improving School Attendance advice. This will involve regular time for assessment lead to monitor and action issues that arise.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
To continue to promote and identify positive behaviour through a rewarding system within a calm and relaxed environment based around a collective set of school values	Improved behaviour and a positive rewarding atmosphere create a purposeful environment and good behaviour for learning which motivates pupils to achieve. Behaviour Interventions - EEF	1,3.4.5,6

To ensure weekly, fortnightly, termly, yearly and individual attendance is prioritised and reward through development of a range of incentives which are closely monitored and actioned every 3 weeks.	Increase in attendance for all pupils ensures improved opportunities and access to education, intervention and support Behaviour Interventions - EEF	1,2,3,4,5,6
Increased opportunity to engage parents through collaborative activities that promote school values and importance of school community	Increased parental engagement supports home support and working group around the child. Parental Engagement - EEF	1,2,3,4,5,6
To provide targeted 1:1 behaviour intervention for identified pupils to support regulation and to develop strategies to manage behaviour and promote a calm and relaxing learning environment for all learners	Improved behaviour and a positive rewarding atmosphere create a purposeful environment and good behaviour for learning which motivates pupils to achieve. Behaviour Interventions - EEF	1,2,3,4,5,6
To provide 1:1 weekly check-ins through trusted identified key workers for identified pupils to support social and emotional targets	Improved social and emotional behaviours are proven to improve outcomes in school and later on in life. With 1:1 intervention, disadvantaged pupils who have been assessed as needing support can develop strategies which help support good learning behaviours and attitudes Social and Emotional Learning - EEF	5,6
Contingency fund for acute issues	Based on our experience 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: £195,435

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 2024 to 2025 academic year.

2024 – 2025: End of Academic Year Attainment:					
Year	PP or Non PP	Reading	Writing	Maths	SPaG
1	Pupil Premium	60%	50%	60%	
	Non Pupil Premium	89%	86%	86%	
2	Pupil Premium	56%	44%	56%	
	Non Pupil Premium	67%	67%	72%	
3	Pupil Premium	62%	58%	62%	58%
	Non Pupil Premium	78%	81%	73%	79%
4	Pupil Premium	52%	32%	58%	35%
	Non Pupil Premium	83%	67%	76%	67%
5	Pupil Premium	81%	65%	69%	69%
	Non Pupil Premium	73%	64%	68%	68%
6	Pupil Premium	59%	68%	64%	73%

	Non Pupil Premium	89%	89%	92%	89%
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As part of the 3-year strategy to narrow the gap in attainment for Pupil Premium and Non Pupil Premium funded children, the table sets out the current gap to be analysed and monitored throughout the 3 year plan.

Gap in attainment for 2024 - 2025:

Year Group	Reading	Writing	Maths	SPaG
1	-29%	-36%	-26%	
2	-11%	-23%	-16%	
3	-16%	-23%	-11%	-21%
4	-31%	-35%	-18%	-31%
5	+8%	+1%	+1%	+1%
6	-30%	-21%	-28%	-16%

Assessments purchased have supported to highlight gaps in attainment to inform future planning and intervention. Schemes of work identified in their plan have ensured progression and sequential learning to support PP children to scaffold their learning and to build upon prior knowledge to develop further. Staffing within year groups has provided the opportunity for 1:1 and small group work to target identified learners to make accelerated progress. These pupils have been monitored and targeted as part of pupil progress meetings to continue to identify barriers to learning and to amend provision to support all learning needs.

Year 1 reading data is based on the Phonics screening program, where staffing ensure daily additional practise sessions to support PP children to develop secure phonics knowledge to pass the screener and attain the knowledge to support future learning and development. This phonics support is continued within Year 2 and KS2 for those pupils who still need additional daily support and intervention to acquire the intended phonics knowledge. This use of funding and staffing offers effective intervention for the lowest 20% of readers.

Identified pupils receive either ELSA or Talk Therapy to assess and support social and emotional needs. These interventions ensure that children are regulated and able to access academic provision and can develop strategies to further support regulation

and self-esteem. This is evidenced via in school timetabling, session notes and start end assessments which have seen pupils complete support sessions program or maintain intervention based on individual need.

In school monitoring establishes children access weekly PE to develop skills and apply to traditional supports. Pupil voice establishes an enjoyment of physical education to support well-being and health needs. Inter school competition has established a confidence within physical activities, a sense of belonging and valued as part of a team to additionally support mental health and well-being.

PP children have accessed school trips, residential visits, breakfast club and after school clubs at subsidised rates of 50% to ensure equality and participation.

The 2 year behaviour system in school has been embedded, and pupil voice identifies that children in KS2 like the system and are interested in rewards and achievements. Half termly rewards and acknowledgement are in place and children wear reward stars with pride throughout the KS. The school has introduced new values which pupil voice reports that the children like, understand and adhere to the values and can also identify the values within themselves and demonstrated by their peers. This sense of community and common goal has supported behaviour intervention and set expectations and has additionally seen an improvement in behaviour for all learners and identified groups – including pupil premium children.

Attendance gap at the end of 2024 - 2025

	Attendance %	Gap
Pupil Premium Children	2023 = 91% 2024 = 92.27% 2025 = 92.5%	2023 = -2.6% 2024 = - 2.31% 2025 = -3.1% **
Non Pupil Premium Children	2023 = 93.6% 2024 = 94.58% 2025 = 95.6%	

** Despite the increase in the gap in attendance between pupil premium and non-pupil premium children increasing, overall attendance for non-pupil premium children has increased 1.02% last year and 2% over 2 years. The attendance percentage for pupil premium children has increased 0.23% last year and 1.5% over 2 years.

Externally provided programmes

- White Rose Hub Maths
- REAL PE curriculum
- ELSA counselling
- Natural Solutions – Talk Therapy
- Worksop Town Football Clun after school club
- Rand Farm residential
- Whitby residential
- External providers for school trips
- Accelerated Reader for Reading assessment and intervention
- SCARF PSHE
- Picture News