

Pupil premium strategy statement

This statement details St Augustine Webster Catholic Voluntary Academy's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Augustine Webster Catholic Voluntary Academy
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	16.9% (59/349)
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	December 2021
Date on which it will be reviewed	July 2025
Statement authorised by	Deborah Tibble , Director of Performance and Standards
Pupil premium lead	David Sidaway, Headteacher
Governor / Trustee lead	Anna Sherwood

Funding overview 24-25

Detail	Amount
Pupil premium funding allocation this academic year	£96,199.75
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	£96,199.75

Part A: Pupil premium strategy plan

Statement of intent

St Augustine Webster Catholic Voluntary Academy is an inclusive school (OfSTED 2021) We have a clear understanding of the barriers that some pupils face. We ensure that these do not prevent pupils from thriving at school (OfSTED 2023). We have high expectations for all pupils. We believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential, irrespective of their background or the challenges they face. Our pupil premium strategy aims to ensure that pupil premium spending is targeted to support disadvantaged pupils to achieve this belief.

In devising our pupil premium strategy plan, in line with being an inclusive school, we will consider the challenges faced by ALL vulnerable pupils. We know there are more pupils in school who are eligible for the Pupil Premium Grant than actually claim it due to cultural expectations. The activities/strategies outlined in this plan are also intended to support their needs, regardless of whether they are labelled disadvantaged or not.

Our chosen approaches will mirror our school curriculum in that they will be research based using evidence from the Education Endowment Foundation with high-quality teaching being the most important factor. 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 pupil premium strategy links to elements of our school improvement plan.

We understand that in addressing the needs of disadvantaged pupils there will be some common challenges and some challenges that are the result of individual need. We will ensure that our approach is responsive and takes account of common challenges and individual needs through the use of robust, accurate and diagnostic assessment.

To ensure our approach is effective we will:

- ensure the attendance of disadvantaged pupils is at least good
- ensure disadvantaged pupils are consistently challenged in the learning 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.	Phonics/Reading We know that being able to read opens up the whole curriculum for children. Entry data for EYFS groups show in school data and phonics screenings show lower attainment for disadvantaged pupils. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 23-24 update: the demographics of EAL pupils is changing and this will have greater impact on phonics/early reading.
2.	Vocabulary Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 23-24 update: the demographics of EAL pupils is changing and this will have greater impact on vocabulary development/retention.
3.	Writing Gap analysis and internal monitoring highlighted that lockdowns and the over reliance on online teaching impacted heavily on writing especially for disadvantaged pupils. 23-24 update: the demographics of EAL pupils is changing and this will have greater impact on writing outcomes across the school.
4.	Maths Internal assessments indicate that maths attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils. This includes reception baseline data.
5.	Attendance Attendance data for pre-pandemic (2019-2020) showed that the attendance of disadvantaged pupils was very low 91.3%. Good attendance has a strong correlation with good academic outcomes for pupils. It also helps to improve friendships, social skills, team values, life skills and cultural awareness. Good attendance is key to meet other challenges. 23-24 update: the demographics of EAL pupils is changing and this will have greater impact on attendance and Persistent Absence across the school.
6.	SEMH Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024/25**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	Sustained reading outcomes in 2024/25 show: <ul style="list-style-type: none"> at least 95% of pupils meet the expected standard. Disadvantaged pupils will perform as least in line with non-disadvantaged pupils. KS2 reading outcomes in 2024/25 are in line with FFT20 schools show that disadvantaged pupils are at least in line with other non-disadvantaged pupils nationally.
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 writing outcomes for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/2025 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with non-disadvantaged pupils nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with non-disadvantaged pupils nationally.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so it is at least in line. <p>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being at least in line with this.</p>
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: <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

Activity in this academic year (2024-2025)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

(Budgeted cost: **£19,806**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle Letters and Sounds a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>Renewal of Little Wandle Phonics Resources</p> <p>Training for new class-based staff in Little Wandle Letters and Sounds scheme.</p> <p>Refresher training for all class based and Senior Leadership Team in Little Wandle Letters and Sounds scheme.</p>	<p>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:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u> <u>DfE</u> The reading framework: teaching the foundations of literacy.</p>	1,2
<p>Ensure there are adequate licenses on Learning Village for all new to English speakers have access.</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><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	2
<p>Continue to implement Gaps analysis and pupil progress meetings.</p> <p>Training for new 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><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	2, 4
<p>Enhancement of our maths teaching and curriculum through Mastering Number Programme.</p>	<p>There is evidence to show that professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's</p>	4

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	<p>mathematical development, and of effective mathematical pedagogy which will then raise attainment..</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in EYFS and Key Stage 1 Education Endowment Foundation EEF</p>	
Continue to develop the CUSP curriculum.	<p>The CUSP curriculum has a focus on vocabulary.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
Mathletics Subscription	<p>We know from our own engagement and progress data that Mathletics is accessed well by disadvantaged pupils and that they make good progress when using the platform.</p>	4
Reading Eggs Subscription	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
Reading Plus Renewal	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
Imagination Library Books.	<p>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. Early Literacy approaches Early Years Toolkit EEF</p>	1

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

Budgeted cost: £ 45,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Keep Up' phonics sessions targeted at disadvantaged pupils who require further phonics support. (Key stage 1 and Key Stage 2)	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
Continue to implement 'Rapid Phonics Catch Up' sessions for Key Stage 2.	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
In school one-to one tuition.	One-to-one tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk)	2,3,4
Speech and Language Interventions.	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)	3, 5

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

Budgeted cost: £31,128.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attend Strategy Implementation	The Attend Strategy has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
After School Clubs, Residential, Trips, Music Lessons	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. <u>EEF Teaching and Learning Toolkit Education Endowment Foundation</u>	6
Emotional Literacy Support Assistants to deliver interventions around Emotional Literacy Resilience.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <u>EEF Teaching and Learning Toolkit Education Endowment Foundation</u>	5,6
Wrap Around Care	Based on our experiences we have identified a need to set some funding aside for disadvantaged pupils to access Wrap around care. This allows parents to work and ensures children are warm, fed and well supervised leading to greater well-being.	6
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.	All

Total budgeted cost: £ £96,199.75

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 2023 to 2024 academic year.

Target 1: To improve reading attainment among disadvantaged pupils.

In school monitoring and external validation from a CMAT Phonics/Early Reading Review highlighted that phonics/early reading continued to be taught consistently across the school.

Disadvantaged pupils without other vulnerabilities consistently performed at least in line with other pupils in the school at key assessment points as outlined in the data below.

Data for reading at the end of 2023 to 2024 showed the following:

EYFS

% of pupils eligible for PPG achieving GLD for Literacy Comprehension and Word Reading.	% of pupils not eligible for PPG meeting the expected standard.
83%	70%

Phonics Screening

% of pupils eligible for PPG meeting the expected standard.	% of pupils not eligible for PPG meeting the expected standard.
100%	81%

Year 6 Reading

% of pupils eligible for PPG meeting the expected standard or above.	% of pupils not eligible for PPG meeting the expected standard or above.
75%	74%

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt that they had developed good communication skills in reading.

Strongly agree	Agree	Disagree	Strongly Disagree
25%	75%	0%	0%

Target 2: To improve oral language skills and vocabulary among disadvantaged pupils.

The school continued to adapt the teaching of vocabulary across the curriculum by introducing discrete vocabulary lessons and this built on the comments made by in June 2021 by OfSTED who recognised that the curriculum had been restructured with vocabulary as a focus and that this had been organised in an effective way as not to overload pupil's working memories. They also recognised the impact Knowledge notes had helped pupils become familiar with subject specific vocabulary.

Book studies, specific vocabulary monitoring and external reviews highlighted that PPG pupils remembered and were able to use vocabulary as competently as other non-disadvantaged pupils.

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt that they had developed good communication skills in speaking.

Strongly agree	Agree	Disagree	Strongly Disagree
38%	62%	0%	0%

Target 3: To improve outcomes in writing for disadvantaged pupils at the end of KS2**Writing outcomes**

% of disadvantaged pupils meeting the expected standard or above	% of non-disadvantaged pupils meeting the expected standard or above.
50%	72%

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt that they had developed good communication skills in writing.

Strongly agree	Agree	Disagree	Strongly Disagree
50%	50%	0%	0%

Target 4: To improve maths attainment for disadvantaged pupils at the end of KS2.**Year 6 Maths**

% of pupils eligible for PPG meeting the expected standard or above.	% of pupils not eligible for PPG meeting the expected standard or above.
50%	77%

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt that they had developed good maths skills.

Strongly agree	Agree	Disagree	Strongly Disagree
75%	25%	0%	0%

Target 5: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance for disadvantaged pupils in 2023/24 was 95.5% which was an improvement of 1.8% from 2021/22 (93.7%) and 0.3% from 2022/23 (95.2%).

Persistent absence for disadvantaged pupils for 2023/2024 was 12.0%. This was lower than in 2022-23 (12.5%) and 2021-2022 (13%).

Target 6: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The Year 6 exit survey showed that all pupils felt they had the skills necessary to succeed at secondary school.

Strongly agree	Agree	Disagree	Strongly Disagree
62%	48%	0%	0%

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt they have had opportunities to reach their potential.

Strongly agree	Agree	Disagree	Strongly Disagree
75%	25%	0%	0%

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant had enjoyed their time in school.

Strongly agree	Agree	Disagree	Strongly Disagree
75%	25%	0%	0%

Pupil voice is strong for PPG pupils around provision for physical and mental health.

School encourages me to look after my physical health.

Strongly agree	Agree	Disagree	Strongly Disagree
87%	13%	0%	0%

School encourages me to look after my emotional and mental health.

Strongly agree	Agree	Disagree	Strongly Disagree
62%	48%	0%	0%

Regular Pupil Voice for all PPG pupils highlighted the following:

100% of PPG pupils feel safe in school.

100% of pupils enjoy school at least most of the time.

100% of pupils felt that there was lots of things to do in school.

Extra-Curricular

PPG pupils took part in 19 of the 26 extra-curricular opportunities on offer during the school year 2022-2023.

54% of pupil PPG pupils took part in extra-curricular activities.

100% of PPG pupils enjoyed a class trip.

Externally provided programmes

Programme	Provider
Online times tables platform	TT Rockstars
Online maths platform	Mathletics
Online phonics platform	Reading Eggs
Online reading platform	Reading Plus
Online EAL learning platform	Learning Village

Service pupil premium funding

Measure	Details
N/A	We had no service children on roll and therefore received no service funding.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

The first stage in planning the pupil strategy for 2021-2022 was to evaluate strategies from previous years to examine which strategies worked for us and to identify strategies that had not the degree of impact we had expected.

Evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers has been used in order to identify the challenges faced by disadvantaged pupils.

Appendix 1 identifies the published evidence, reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage used by us to help inform our strategies. It also identifies the studies about the impact of the pandemic on disadvantaged pupils used.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

All teaching staff have been made aware of and understand the aims, strategies and intended outcomes relating to disadvantaged pupils.

We intend to commission a Pupil Premium review to help us evaluate even more effectively our use of our pupils premium grant and the impact this is having on closing the attainment gap for our disadvantaged pupils.

There is an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Appendix 1

1. Department for Education (2021) Using pupil premium: guidance for school leaders.
2. Education Endowment Foundation (2021) The EEF Guide to the Pupil Premium
3. Education Endowment Foundation (2021) The Teaching and Learning Toolkit
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
4. Department for Education (2021) Understanding Progress in the 2020/21 Academic Year
5. RS Assessment (2021) The Effects of educational disruption on primary school attainment in summer 2021
6. NFER (2021) Impact of school closures and subsequent support strategies on attainment and socio-economic wellbeing in Key Stage 1: Interim Paper 1 and 2
7. Department for Education (2021) The reading framework: teaching the foundations of literacy.