

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 Augustine's CE Academy
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	2.5% (1 pupil)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	5 th October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Rebecca Walker
Pupil premium lead	Rebecca Walker
Governor / Trustee lead	Tracy Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 1345
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	£1345

Part A: Pupil premium strategy plan

Statement of intent

Following the disruptions of COVID-19, we have concluded from our assessments that there are significant gaps in early language development and oracy. It is our intent to ensure staff are trained in delivering targeted support, such as the Early Communication Screening Programme in order to raise standards, particularly in Early Years and KS1.

Challenges

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

Challenge number	Detail of challenge
1	Parents have the necessary skills to support this learning at home.

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
For pupils to speak with confidence and clarity about their learning, using key vocabulary in the correct context.	Pupil voice recordings evidence the use of subject specific vocabulary as do independent pieces of writing.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Cover required for EYFS teacher to complete the Early Communication Screening Programme.</i>	Assessments and the intervention programme has proved successful in our sister schools.	

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver bespoke interventions to targeted pupils.	Phonics screening results above National figures – aspirational targets to be set.	
Early Communication Screening Programme – Time to Talk Intervention	Pupil voice recordings evidence the independent use of key vocabulary.	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>No current issues in school related to behaviour or attendance.</i>		

Total budgeted cost: £1345

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.

- Provide TA hours to deliver a bespoke intervention to one pupil and to carry out Word Wasp, Toe-by-Toe and Precision Teaching interventions to a further three pupils. The impact of this additional 1:1 and/or small group support will be measured by pupils' reading ages being in line or above chronological age and the phonics screening test pass %.

1 pupil had a 4 month reading age increase. 4 pupils who were expected at the end of EYFS achieved GD at the end of Y4 and 3 pupils who were emerging at the end of EYFS were at expected levels at the end of Y4.

- Provide pupils with Relax Kids sessions on a weekly basis to support the return to school, as part of the recovery curriculum.

Pupils wellbeing was a priority following the return to school. The sessions provided them with strategies to help identify certain emotions and feelings and how to deal with them. It also helped to develop resilience and the ability to evoke calmness when faced with stressful situations. Parental and pupil feedback was incredibly positive.

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