

Pupil premium strategy statement

Evaluation of spending 2022/23 – please see the bottom of the document –

Reviewed 8/09/2023

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 | 55 |
| Proportion (%) of pupil premium eligible pupils | 3% |
| 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 | Reviewed 8/9/23 April 2024 |
| 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 | £ 5380 |
| 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 | £5380 |

Part A: Pupil premium strategy plan

Statement of intent

Our assessments evidence that there continues to be 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 sessions evidence the use of subject specific and taught key vocabulary as do independent pieces of writing. |
| For the phonics assessment system to identify early any pupils who require support and for intervention to be arranged rapidly to close any gaps in knowledge. | Phonics results are above national figures. |
| For pupils to be confident in expressing their thoughts and feelings to both peers and adults. | Pupils reference strategies taught during Relax Kids sessions and how they use these to facilitate self regulation and resilience. |
| | |

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: £380

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Cover required for EYFS TA to complete the Early Communication Screening Programme.</i> | Assessments and the intervention programme has proved successful in our sister schools. | |
| <i>Training on using 'talk' in guided reading sessions and other curriculum areas. Developing the use of talk in order to learn.</i> | EEF Supporting Oral Language Development EEF Improving Literacy Guidance –KS1 and KS2 documents EEF – Preparing for Literacy document for EYFS | |

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

Budgeted cost: £3000

| 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 evidences the independent use of key vocabulary. Pupils leave EYs as Green on the Communication Screening Assessment tool. | |
| Relax Kids sessions each half term for all pupils | Previous success with this programme of support at all three of our schools. Pupil voice and parental feedback in previous years. | |

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

Budgeted cost: £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Relax Kids sessions each half term for all pupils | Previous success with this programme of support at all three of our schools. Pupil voice and parental feedback in previous years. | |

Total budgeted cost: £5380

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.

| Activity | Evidence that supports this approach | Outcomes |
|---|---|---|
| TA to deliver bespoke interventions to targeted pupils. | Phonics screening results above National figures – aspirational targets to be set. | 80% passed |
| Early Communication Screening Programme – Time to Talk Intervention | Pupil voice recordings evidence the independent use of key vocabulary. | Pupils are using an impressive amount of key vocabulary across all subjects. They use it in the correct context and are able to describe its meaning relating to the subject. This is also evident in independent pieces of writing. |
| Relax Kids sessions each week for all pupils | Previous success with this programme of support at all three of our schools. Pupil voice and parental feedback in previous years. | Relax Kids sessions have been provided for our PP pupils. The sessions have focussed on self regulation and emotional intelligence. There has been significant impact in the confidence of both pupils. They all had speaking parts in the summer production and spoke with clarity and confidence. They have been able to articulate their feelings and have sought help and support where and when they have needed it. |

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 |
|-----------|----------|
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