

Pupil Premium Strategy Statement – St John with St Augustine CE Primary School

This statement details our school'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	January 2025 – January 2028
Date this statement was published	20 th December 2024
Date this statement was reviewed	18 th December 2025
Date on which it will be reviewed	18 th December 2026
Statement authorised by	Mr Proctor (Head Teacher)
Pupil premium lead	Mrs McLeod (Deputy Head Teacher)
Governor / Trustee lead	Rev. Hugh Scrivens (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,060
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£126,060

Part A: Pupil premium strategy plan

Statement of intent

With God's help, together we aspire, achieve and believe.

At St John with St Augustine, all members of staff and governors accept responsibility for the progress of all pupils. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. We have high expectations for all children and want to ensure our children leave school equipped with skills they need to be successful learners and confident individuals.

Every child has access to a rich and engaging curriculum that meets their needs. Our curriculum is progressive and carefully sequenced to allow all children to retain knowledge and develop knowledge and skills so that they learn more and remember more. We will identify any barriers to learning and put provisions in place so that all children can reach their full potential.

Our central aim is to improve outcomes for all socio-economically disadvantaged pupils. Taking a tiered approach to Pupil Premium spending helps to balance the essential ingredients of an effective Pupil Premium plan.

High-quality teaching is at the heart of our approach. 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. We believe every child can achieve their academic potential from their starting points through targeted support if needed. We aim to raise the aspirations and attainment of disadvantaged pupils through a range of evidence informed experiences which complement their learning and expand cultural capital.

Our approach will be responsive to common challenges and individual needs, not assumptions about disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene when needed
- ensure disadvantaged pupils are challenged in their work and have high expectations for all
- provide children with a range of exciting opportunities and experiences

Challenges

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

Challenge number	Detail of challenge
1	Communication – speech and language Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps in many disadvantaged pupils. These are evident from Reception through to KS2. Research (Voice 21) shows that on entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.
2	SEND A large number of our disadvantage pupils also have SEND. This is another barrier to their learning.
3	Pastoral – social, emotional, behavioural barriers Observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities.
4	Outcomes – attainment Internal assessments indicate that attainment among disadvantaged pupils is significantly below non-disadvantaged pupils.
5	Behaviour Assessments and observations indicate behavioural issues for some pupils. This can have a significant impact on the attainment of pupils and can be a barrier to their learning.

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 and vocabulary among disadvantage pupils.	Staff will be trained in how to effectively teach and use oracy within lessons across the whole curriculum. Speech and language will improve. Children will be more confident in communicating their learning. Formative assessment and monitoring will show improved oracy skills. Improve oracy skills – whole school development with oracy a focus in all learning. More opportunities in and outside the classroom for oracy and communication.
Disadvantaged pupils with SEND will have appropriate support and provisions in place to enable children to close the gaps/ access the curriculum – through adaptations.	Support plans in place with achievable targets. Resources and provisions identified. Impact – termly. Adapted lessons so that all can access a full curriculum. Outcomes at end of years should show improvements for these pupils.
Improvements - emotional, social and behaviour	Family Support Worker to provide support and work with targeted children and their families. Signpost to external agencies when needed. Children will be happier and improved self-esteem and confidence. Children will know that their voice is heard and they are listened to and that support is available if and when they needed this.
Disadvantaged pupils with behavioural needs, will have appropriate support and provisions in place, to enable all children to achieve the best outcomes.	Whole school approach - behaviour and relationship policy. Restorative practice. CPD – for all staff – as consistency is the key for success in behaviour. Behaviour specialist support to work with the teachers and pupils. Fewer behaviour incidences including exclusions.

Outcomes (attainment) for disadvantaged pupils will be broadly in line with non-disadvantaged pupils.	High first quality teaching. Training for teachers – CPD. End of year assessments will show Improvements in data for disadvantaged pupils and will close the gap between non-disadvantaged peers. Discussions at Pupil Progress Meetings.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum which responds to the needs of the pupils.</i>	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. (EEF – Guide to Pupil Premium)	1, 2, 4, 5
<i>Professional development to support implementation of approaches and supporting retention of teaching staff.</i>	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches. Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. (EEF – Guide to Pupil Premium)	1, 2, 4, 5
<i>Mentoring and coaching for teachers including</i>	Mentoring and coaching can be an important sources of support, particularly	1, 2, 4, 5

Early Career Teachers (ECTs).	for ECTs. (EEF – Guide to Pupil Premium)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 43,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support language development, literacy and numeracy.	Teaching academic support can support pupil progress and can be employed to boost language development, literacy, or numeracy, as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs while not inhibiting their access to the wider curriculum. (EEF – Guide to Pupil Premium)	1, 2, 4
<i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</i>	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding and flexible grouping. (EEF – Guide to Pupil Premium)	1,2,4, 5
<i>Teaching assistant deployment and interventions, for supporting high quality provision within the classroom.</i>	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. Teaching Assistants should be fully prepared for their role in any given lesson or intervention and their input should compliment (rather than replace) high quality provision from the class teacher. (EEF – Guide to Pupil Premium)	1, 2, 4, 5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. (EEF – Guide to Pupil Premium)	2,3,5

<i>Supportanting attendance</i>	Poor attendance at school is linked to poor academic attainment across all stages.	3
<i>Extracurricular activities – including sports, outdoor activities, arts and culture such as music lessons and school trips</i>	Extracurricular activities are an important part of education. (EEF – Guide to Pupil Premium)	3
<i>Breakfast club and meal provisions</i>	Providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. (EEF – Guide to Pupil Premium)	3
<i>Communicating with and supporting parents</i>	Levels of parental engagement are consistently associated with improved academic outcomes. (EEF – Guide to Pupil Premium)	3,5

Total budgeted cost: £ 122,460

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that there are improvements in our disadvantaged pupils data, however there are still gaps in some areas.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrated that disadvantaged pupils are still underperforming non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that there are improvements in attendance, behaviour and wellbeing and this is broadly in line with non-disadvantaged pupils in our school.

Our evaluation of the approaches delivered last academic year indicates that the opportunities to provide more cultural capital opportunities has massively benefitted our pupils. We have pledged 50 experiences that we promise all our children will experience in their time at our school. High quality teaching is still key to success for attainment and we will continue to develop this, to help close any gaps between our disadvantaged and non-disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider