

St Austin's Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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
Name of school	St. Austin's Primary School
Number of pupils in school	432 inc Nursery
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	C. Hickey
Pupil premium lead	J. Doyle
Governor / Trustee lead	D. North

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,855
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	

Statement of intent

At St. Austin's, we pride ourselves on having high aspirations for all pupils, regardless of their background. We believe that no pupil should be disadvantaged regardless of their background and we ensure that support, resources and opportunities are provided for pupils who are not necessarily eligible for free school meals or are looked after. We provide for any children who have been identified as being at an educational disadvantage compared to their peers.

Explicit, high-quality teaching remain at the heart of our approach. Non-disadvantaged pupils' progress and attainment will be sustained and improved alongside the progress for their disadvantaged peers. High attaining disadvantaged children will also be supported to make good progress and achieve highly across all subject area.

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- High quality teaching and learning at all times.
- To provide small group work with an experienced teacher/ HLTA focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through trained support staff or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.

- Pay for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To extend health and wellbeing provision
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	There is a number of pupils and families that require extra support to overcome barriers.
2	Stage Mental health / Nurture/ Family support. Delays in social and emotional and behavioural development. These heavily impact knowledge gap and pupil progress.
3	Attendance and Punctuality issues therefore missing valuable learning opportunities
4	Reading and writing ability lower than non-PP children which negatively impacts their development across the curriculum.
5	Lack of parental support for some children eligible for PP.
6	Lower attainment on entry to the Early Years Foundation
7	Mathematics ability lower than peers.

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
Appropriate provision for pupils who belong to vulnerable groups are assessed and addressed.	Appropriate provision in place for all pupils and positively individual outcomes.
Small intervention groups in place for those pupils falling behind in their progress.	Targeted interventions evidence progress for the disadvantaged pupils falling behind the expected standard.
Improved maths attainment for disadvantaged children by the end of KS2.	KS2 maths outcomes to improve annually including the outcomes of disadvantaged pupils meeting expected standard.
Progress in phonics leads to a positive impact on the development of reading and writing.	Phonics and KS2 outcomes show increasing amount of disadvantaged pupils meeting expected standard.
Improved reading attainment.	
To achieve and sustain attendance and punctuality for all pupils and in particular the most disadvantaged.	To reduce the difference in attendance of PP children v non pp children.

To improve the well being of all pupils in our school and in particular our disadvantaged children.	Improved wellbeing demonstrated through pupil voice, parental surveys, and teacher observations.
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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: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ready Steady Write programme for spelling and writing purchased Whole staff CPD for delivery of Ready Steady Write	Ready Steady Write & Spell is comprehensive and evidence-based. It provides a sequenced, ambitious curriculum, that places quality literature at its core for all learners.	1,4
Creative Curriculum CPD	Role specific CPD for all staff targeting specific areas of improvement to refreshing essential knowledge and skills.	1,2,3,4,6,7
<i>Improving provision for a positive start to the EYFS- focusing on communication and language.</i> <i>ELKLAN</i> <i>WELCOMM</i>	On entry to Reception, most children have lower Language and Communication skills. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have.	1, 2, 5,6,
<i>CPD to ensure high quality teaching.</i> <i>Vocabulary project</i> <i>Working Scientifically</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of Liverpool School Improvement.	1,2 3,6,7

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

Budgeted cost: £ 28, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support teacher</i>	Bespoke interventions planned and delivered to children by experienced classroom teacher in smaller groups to be used across the school.	1,3,4,6

<i>Higher Level Teaching Assistants</i> <i>Additional HLTA appointed</i>	HLTA interventions planned with the class teacher to close gaps in knowledge and ensure progress. Pre teach maths/ retrieval practise for children to give best opportunities to succeed.	1,3,4,6
New dedicated phonics lead	A dedicated phonics lead ensures Little Wandle is effectively implemented across KS1 and catch up programmes in Year 3 where required, making the phonics teaching as effective as possible.	1,3,4,6
<i>Provision of language in EYFS and beyond.</i> <i>Vocabulary project</i> <i>SIL support</i>	Oracy, speaking, listening and vocabulary are a priority for our children and are proven to have positive impact on pupil outcomes.	1,3,4,6
<i>Maths intervention</i>	Success at arithmetic 1 st class @ number Interventions led by trained LSOs to support the quality of teaching across the school. Targeted approach to academic support in maths for identified children.	1,5,7

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

Budgeted cost: £ 17,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Update and replace some resources for the Sensory Room	New resources provided for the Sensory room to support the health and wellbeing. A quiet space for children when they need time.	1,2,5
Seedings Rainbows A Quiet Place Lego Club	Targeted interventions and universal approaches have a positive effect on social and emotional development. Managing emotions is beneficial for our children.	1,2,5,
Gardening Club John Muir Award	Nurture club for targeted children including PP children to work with Everton in the Community and also improve the grounds of our school.	2,5
<i>Attendance lead & Educational Welfare Officer</i>	Support and challenge families from school and other agencies to improve attendance and punctuality .	1,2,3,5
Breakfast club provision when required/ encouraged for punctuality/ attendance.	Food deprivation is on the increase. Research shows hungry children do not perform as well. Children will be provided with breakfast if required at breakfast club.	1,2,5,
Ensure opportunities for all children regardless of background.	School trips and residential are essential for the wellbeing of our children, they need to experience different settings before writing about it. All residential and educational visits are linked to Topics that they are studying.	1,2,5

Extra Curricular Clubs	Extra curricular clubs used to engage pupils in sport or any kind of physical activity have important health benefits, well being and physical development.	2,5
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<ul style="list-style-type: none"> ▪ Welkom was used effectively in EYFS to improve language aquisition and support PP children. ▪ All staff received training on Little Wandle to deliver phonics. ▪ Little Wandle positively impacted children's reading across KS1. ▪ NFER test results have demonstrated progress for PP children. ▪ Pivats have also demonstrated progress for PP children who are also SEND. ▪ Gardening Club – John Muir award achieved by some PP children.

Externally provided programmes

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

Programme		
Wellbeing / Nurture	Sports	Curriculum
A Quiet Place	Harriers Athletics training	Ready Steady Write
Seedlings	LFC Tennis training	Ready Steady Spell
Rainbows		White Rose Maths
John Muir Award		Resonate – Music
Reasoning Maths Club		Little Wandle Phonics
		TTRS