

St. Austin's Catholic Primary School Pupil premium strategy statement

This statement details St Austin's use of pupil premium (and some recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. (To be read in conjunction with the Recovery Strategy)

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 Austin's Catholic Primary School
Number of pupils in school	406 (not including nursery)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 /2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Colette Hockey Headteacher
Pupil premium lead	Jane Doyle Deputy Headteacher
Governor / Trustee lead	Dennis North

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,956
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,000
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	£1,800,076

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support. We will ensure that all teaching staff are involved in the assessment and analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all of our pupils
- Ensuring 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.

St Austin’s is a catholic school in Garston in the south of Liverpool. We are a 2 form entry from EYFS to Y6 including a 26 place nursery.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

Achieving these objectives:

The range of provisions available at St Austin's include but are not limited to:

- High quality CPD for all staff
- frequent monitoring and intervention of progress and needs from class teachers
- literacy and numeracy support which includes in class support and small group withdrawal where necessary
- academic mentoring for pupils with our own teaching staff
- providing support to promote attendance
- offering places in breakfast club to ensure vulnerable learners are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding, extracurricular activities, educational trips, residential visits
- providing laptops to support with access to homework and remote learning
- allocating high quality LSOs and PSHE provision and interventions to support mental health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Staff to access high quality CPD to ensure teaching and learning is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.
2	Speech and language /Vocabulary have been identified by staff as areas of development and are issues from EYFS to Y6. Evidence points out that it is more prevalent in our disadvantaged children.
3	Reading attainment of children at ARE was higher prior to school closures. Reading is a national priority and St. Austin's priority.
4	The impact of Covid has negatively impacted the mathematical attainment of our children. The gap between disadvantaged and non- disadvantaged has widened a further 3% over the past academic year.
5	31 % of our disadvantaged children are also on the SEND register.
6	School closures have impacted the mental health and wellbeing of our PP children, access to sport, clubs, social events, friendships etc. Requests for social and emotional interventions have increased. PSHE and wellbeing are playing a vital role in our pupils' mental health.
7	It has been noted during staff meetings, logs on CPOMs and behaviour managerial meeting that increased behaviour and nurture support is required during playtimes and lunchtimes.

8	Attendance and punctuality has dipped and support require for families to engage with school. Attendance is now 95% for disadvantaged and 98% for non-disadvantaged.
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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
Improvements in speech and language	Assessments and observations to display increase speech and language skills across EYFS in disadvantaged children.
Knowledge and use of vocabulary improved across the school.	This will be monitored by subject leaders during pupil voice meetings and book scrutinies. Increased use in confidence and ability to use wider more varied vocabulary across the curriculum.
Reading and comprehension attainment between disadvantaged and non to increase.	Assessment data to demonstrate a positive trend on the progress and attainment for disadvantaged pupils in reading.
SEND provision	LSO support and interventions to be positively impacting the progress of SEND PP children. CPD to support interventions led by LSOs. Wellbeing of pupils to be positively supported.
To improve the access to wellbeing and mental health support, especially for PP children.	Improved pupil voice outcomes from children regarding their wellbeing. Parental surveys to respond positively to the support provided by the school in relation to their child's wellbeing and mental health.
Children's confidence and competence in basic mathematics skills and mental strategies to improve.	Improvement in KS2 SATs results and positive results in the Y4 times Multiplication Tables Check beginning in 2022.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELCOM	WELL Comm – a speech and language intervention Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties.	1,2, 4
Little Wandle – purchased to support reading in KS1.	Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. It helps preparing our children to go beyond the expectations of the Phonics Screening Check.	1, 2,4
Additional phonics intervention sessions for disadvantaged pupils.	Eef Phonics toolkit. Target groups to be identified following autumn assessments.	1,2
Maths NCETM documents Interventions	Use of the NCETM Ready to Progress materials to support the teaching and learning of mathematics across the school. Success@arithmetic & Number sense Intervention training and resources purchased to deliver	3,4
National College Subscription	Engaging CPD in high quality video format- bespoke CPD for individual staff.	1
Learning Support Officers	In class, group and individual support for disadvantaged children.	1,2,3
SENCO	SENCO is 50% out of class to support staff children and parents.	5
Educational Visits financial support.	Support parents to ensure their children have access to enrichment activities, educational visits and residential visits.	6
CPD –	Our CPD is designed to	1,2,3,4,5,6

SEND- SIL Behaviour SIL – Service Level Agreement Wellbeing – Lee Randall	Our CPD is designed to Ensure that staff's professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice across the school.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme- school led tutoring available after school for eligible pupils to support the negative impact of school closure.	EEF guidance – 1 -1 tuition and Small Group Tuition EEF	1,2,3,4
Individual support to target reading in KS2. Additional individual reading sessions and guided reading session.	Following assessments, question level analysis will highlight children's gaps in reading comprehension. Additional support for disadvantaged children to make progress and address gaps.	1 & 2
Reading resources - sets of texts for whole class reading support and library books .	Reading- It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	3
SEND resources to support the academic and wellbeing of pupils.	As an inclusive school resources are used to remove barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	3,4,5

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on behaviour management to develop a whole school approach.	Provide strategies to deal with inappropriate behaviour in a quick, effective, non-confrontational manner. Motivating pupils and minimising disruption.	6
SENCO & Education Welfare Officer to support families in improving attendance.	Positive engagement with families has positively impacted attendance.	7
Support and development of social and emotional support in school. PSHE & mental health to be embedded across the school.	<ul style="list-style-type: none"> • Seedlings • A Quiet Place • PSHE Curriculum • School of Sanctuary • Nurture Group • Resources 	5 & 6
Nurture Gardening Club – children to begin food to fork project with Food For Thought.	Community gardening project to promote a healthier lifestyle and caring for our environment.	5 & 6

Total budgeted cost: £ 66,500

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.