Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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 CE Primary School
Number of pupils in school	Funding for 182 pupils (Nov 2025)
Proportion (%) of pupil premium eligible pupils	46.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2024
Date this statement was reviewed	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	E Dilworth
Pupil premium lead	L Juniper
Governor / Trustee lead	Jo Hardwidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128 775
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	£128 775

Part A: Pupil premium strategy plan

Statement of intent

At St Augustine's CE Primary School, we pride ourselves in offering our pupils the highest quality education with pupils' learning at the heart of everything we do. We have designed our curriculum to be broad and balanced and equip pupils with the skills necessary to succeed in life after school. We believe that every child deserves an education which is relevant, engaging and provides a solid foundation on which to build on; one which offers pupils opportunities to grow as individuals as well as life-long learners, and one that meets the needs of all children irrespective of gender, disadvantage, disability, SEN, ethnicity, religion or legal status.

The underlying philosophy guided by our mission and values is all pupils can learn, achieve and succeed. We provide all pupils with a strong foundation for learning, ensuring they are well prepared for the next stage in their journey.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
· ensure disadvantaged pupils are challenged in the work that they're set
· act early to intervene at the point need is identified
· adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non- disadvantaged pupils in KS2 In July 2024 at the end of KS2 50% of pupils achieved expected in reading. This is below the local authority and national figure. 10% of disadvantaged pupils achieved greater depth compared to 39% of non-disadvantaged pupils. This impacted on the combined data and only 40% of pupils achieved combined at expected which was below the local authority and national average.
2	Attendance data for the last 2 years indicate that attendance among disadvantaged pupils is lower than non-disadvantaged pupils. At the end of the academic year 2023-24 attendance for disadvantaged pupils was 90.7% compared to whole school attendance of 93%. 25.61% of disadvantaged pupils were 'persistently absent' compared to 6.67% of their peers during the academic year of 2023-2024.
3	Assessments, observations and discussions with pupils within EYFS at the start of the academic year 2024-25 indicate that oral language skills and vocabulary gaps among many disadvantaged pupils.

4	Our observations and discussions with pupils and families have identified a lack of enrichment opportunities for some of our disadvantaged pupils outside of the local area and this limits their life experiences and their vocabulary development.
5	Referrals and support for our disadvantaged pupils remains high and some pupils need support with their social and emotional needs.

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
Improve reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show attainment of disadvantaged pupils is in line with national average for disadvantaged pupils at expected and greater depth and narrowing of the gap between disadvantaged and non disadvantaged.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • The overall attendance data for all pupils is 95% or above and the attendance gap between disadvantaged pupils and their non disadvantaged peers is inline. • The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils is broadly in line with their peers.
Improved oral language skills and vocabulary for EYFS pupils.	Assessments and observations indicate significant improved oral language among disadvantaged pupils.
To improve enrichment opportunities for all pupils in our school, particularly our disadvantaged pupils.	There are an increased number of enrichment opportunities that provide a wide variety of experiences.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026-27 demonstrated by: • A significant decrease in the number of pupils requiring emotional and wellbeing support.
To increase the % of disadvantaged pupils achieving GD in maths and writing.	KS2 maths and writing outcomes for GD in 2026/27 show an increase of pupils achieving GD in line with national average.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement Read Write Inc. Phonics, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, resulting in pupils reading fluently. Continue with Fresh Start programme for pupils in Y5/6 to secure reading fluency for all. Provide high quality CPD for staff through coaching, mentoring and modelling through assigned reading leader and RWI development consultant. School to fund the release of the Reading Leader. Fund release time for reading leader and identified staff to attend CPD delivered externally. Training for staff linked to the teaching of reading comprehension including the use of a range of strategies. Training for staff to ensure phonics / reading assessments are interpreted correctly. Reading leader to attend remote progress meetings with external RWI consultant. Introduce a new reading scheme to support the teaching of reading within	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction: Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) When used effectively, diagnostic assessment assessments can indicate areas for development for individual pupils, or across classes and year groups. Diagnostic_Assessment_Tool.pdf	1

KS2. This will support staff in how to teach pupils reading comprehension strategies. Purchase additional texts to support the delivery of the scheme. Introduction of reading crates to provide stimulus.		
Purchase of standardised diagnostic assessments and gap analysis (MARK assessment tool). Training for staff to ensure assessments are interpreted and administered correctly linked to the new Pupil Data Reviews. Implement Pupil Data Reviews which provide a regular timetabled forum for analysis and discussion linked to the factors that have supported pupil progress as well as identifying actions to overcome any barriers to learning.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1
Embedding whole school approach to teaching and learning through the development of policy and practice. Implement Learning in Action reviews to promote professional collaboration between colleagues and provide bespoke CPD based on own needs. Staff to self-evaluate own practice to identify and address barriers to pupil progress. Release time for teachers and Senior leaders will be funded (pre/during/post release time). Fund teacher release for identified staff to complete NPQ Leading Teaching.	There is evidence to suggest that collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment: Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk)	1,2,3,4,

Fund subject leader release time to embed key aspects of teaching and learning across all curriculum areas. Fund subject leader release to attend Trust wide CPD via curriculum hub meetings (English, Maths, Science, Curriulum, Early Years, Art, SEND,) Enrolment on the Maths Hub and providing release for the Maths Lead and Y1 teacher to attend CPD and lead CPD in school. Purchase of White Rose maths scheme to support delivery of maths at St Augustine's . Writing lead to team teach and provide guidance for class teachers linked to increasing attainment in GD in writing. Writing lead to provide training and guidance linked to the DFE Writing Framework. Training for staff linked to the teaching of vocabulary including the use of a range of strategies Develop effective us of Olex AI to assess pupils' writing and to provide individual feedback.		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peer)	2 and 5
Introduce Elklan communication friendly school training to improve language, vocabulary and	There is a strong evidence base that suggests oral language intervention, including dialogic activities such as high quality classroom discussions, are inexpensive to implement with high impacts on reading: Oral language	3

oral communication skills across the school curriculum. Effectively use the evidence store as a training tool to develop pupils' communication and language. Training for staff linked to the teaching of vocabulary including the use of a range of strategies. Training for staff linked to the development of writing and application of language and vocabulary.	interventions | Toolkit Strand | Education Endowment Foundation | EEF| Communication and Language (educationendowmentfoundation.org.uk) 'The Bercow review of services for children and young people' stated that early identification and intervention are essential. One of the recommendations from this report was 'skilling the wider workforce to identify need'. Elklan 'Speech and language support' trains practitioners to identify the needs of the pupil and gives them practical strategies to enable them to support pupils more effectively. To achieve accreditation, learners complete a portfolio of evidence which demonstrates use of activities and strategies explored during the course. This encourages practical application leading to change in practice.	
Deploy teaching assistants across year groups to provide additional support for disadvantaged pupils	EFE- Guidance report Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. Education Endowment Foundation	1,2,3,4,5
SLT to complete the supporting school attendance reflection and planning tool. Attendance lead will then explore attendance by going beyond the headline data and build strong relationships to understand pupil context. This will then support. The attendance lead will review communication with parents and develop to ensure communication is personalised and positive.	EEF- Understanding the context of pupils will inform decisions about which strategies are most appropriate and suited to needs within your school and community. Establishing strong relationships and communication channels between teachers and pupils, and school and home, can support this by making it easier for relevant information to be sought and shared within a framework of trust EEF Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.	2
Enrolment on the Challenge Partner programme to provide external challenge and research-based strategies	EEF- High-quality teaching has the strongest evidence base for improving outcomes for disadvantaged pupils.	All

focused on disadvantaged pupils.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition in phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Purchase Reading Plus licences for Y6 to support the development of reading stamina and comprehension for Y6 pupils	Reading Plus will help provide schools provide greater depth and pupil intervention. It provides targeted activities and gap analysis. It raises SATS attainment and reduced teacher workload. It can also boost engagement and pupil confidence	1
To provided targeted speech and language therapy programmes for identified pupils throughout school both within small groups and on a one to one. These are to include: - Employing a speech and language therapist to support identified pupils in Reception. Along with additional sessions with school-based TA. Delivering NHS devised programmes on a one to one. WELLCOMM assessments and follow up interventions in Nursery.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF(educationendowmentfoundation.org.uk) Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills: Communication and language approached| EEF Early Years Toolkit (educationendowmentfoundation.org.uk) EEF | Communication and Language (educationendowmentfoundation.org.uk)	3
Targeted interventions following diagnostic assessment and gap analysis. Purchase of Snap Maths assessment to identify next steps and provide an intervention programme to	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that receive the correct additional support through interventions or teacher instruction: The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but	1,2,3

boost foundational knowledge in maths. TA's released and timetabled to deliver intervention for targeted pupils.	it is likely that some pupils will require high quality, structured, targeted interventions to make progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term	
Introduction of an induction programme and mentoring to support pupils who have difficulty accessing learning through emotional issues, using the Zone of Regulation approach to support the management of their own behaviour.	Social and emotional interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning: Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing wider opportunities throughout school Provide educational and enrichment experiences in school for Pupil Premium pupils, which improve their knowledge and language skills, and promote positive life experiences. Pupil Premium pupils are provided the same opportunities and learning experiences as non-Pupil Premium pupils regardless of disadvantage Further enhance the school curriculum through visits and visitors to school. Increase the cultural capital of children in receipt of pupil premium and reduce the impact	EEF toolkit suggests that enrichening education has intrinsic benefits. They think all pupils including those from disadvantaged backgrounds deserve a well-rounded culturally rich education. The DFE states: Giving young people the opportunity to try new things and develop new 5 8 skills can be hugely beneficial. It can help children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on noncognitive outcomes, such as self- confidence. The evidence suggests that the impact is greater for more vulnerable pupils. Education Endowment Foundation	2, 4, 5

of economic disadvantage.		
Learning Mentor appointed to work with vulnerable families and improve family engagement. Learning Mentor to work alongside class teachers in providing workshops for families Learning Mentor to provide Early Helps for families in crisis.	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	1,2,3,4,5,
Host parental workshops to support parents in helping their children learn at home. Fund the release of staff to deliver the workshops.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement | EEF (educationendowmentfoundation.org.uk)	1,2,5
Host Early Years workshops linked to each area of learning: PSED, PD, Literacy, Maths, Communication and Language	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement | EEF (educationendowmentfoundation.org.uk) Parental engagement in early years education is consistently associated with children's subsequent academic success. Parental engagement | EEF Early Years Toolkit (educationendowmentfoundation.org.uk)	2,3,5
Attendance Lead/ pastoral support worker to analyse attendance of different vulnerable groups. Embedding principles of good practice set out in DFE's Improving School Attendance. Attendance officer to follow school policy, contacting parents with first day phone calls etc	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Educational Psychologist to work	Tailor targeted approaches to meet the needs of individuals in your school Universal behaviour systems are	

in partnership with the school to identify need and recommend strategies to implement in the classrooms.	unlikely to meet the needs of all your pupils. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.	
Contingency fund for acute issues	School has identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £128 775

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 2024 to 2025 academic year.

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. To help us gauge the performance of our disadvantaged pupils we also compare their results to those for disadvantaged and non-disadvantaged pupils at national and local level.

The data demonstrates that at the end of Key Stage 2 in Reading, Writing and Maths combined, disadvantaged pupils attain close to national average for children achieving the EXS standard. Reading expected standard data (55%) is close to national average (63%), writing expected standard data (55%) is close to national average (59%) and maths expected standard data (60%) is inline with national average (61%). However, analysis indicates that the gap between disadvantaged and non-disadvantaged is widening.

At the end of Key Stage 1 disadvantaged pupils were performing inline in reading and above all pupils in mathematics and writing.

In the Year 1 phonic screening check 64% of disadvantaged pupils passed this was below national figures. The children who did not pass will continue to receive 1-1 tutoring.

At the end of EYFS 87% of our disadvantaged pupils achieved GLD and this was above the local and national figures.

In house baseline data in September 2024 showed significant gaps between disadvantaged pupils and their peers across reading, writing, and maths. Key challenges included: low reading attainment in KS2, attendance gaps, oral language deficits in EYFS, limited enrichment opportunities, and high social/emotional support needs. Review of progress indicated that the strategic use of evidence-based interventions (RWI, Fresh Start, Reading Plus, oral language interventions) directly contributed to the strong progress seen from baseline to end of year. Targeted support for disadvantaged pupils (small groups, one-to-one tuition, TA deployment) ensured that barriers to learning were addressed promptly. Embedding SEL and wellbeing support contributed to higher engagement and attendance, supporting learning. Parental engagement and enrichment enhanced cultural capital and learning outside the classroom, particularly for disadvantaged pupils. The combined EXS+ data illustrates a positive trend for disadvantaged pupils, with several cohorts performing significantly above the all-pupil averages. This suggests that targeted support, intervention strategies, and curriculum alignment are helping disadvantaged pupils to make strong progress from their starting points. Overall, the outcomes demonstrate that the Pupil Premium strategy was implemented effectively, translating baseline challenges into measurable improvements in reading, writing, maths, and combined attainment for children achieving the expected standard. However, analysis indicates that although there is an increase in disadvantaged pupils achieving expected standard there is cohort inconsistencies with comparing disadvantaged data with non-disadvantaged.

Comparison of baseline greater depth data with end of year greater depth data indicated that in reading all year groups showed an increase in GD from September 2024, except Y5 which remained at 0%.The largest gains were in Y2 (+12.3%) and Y4 (+13%), showing targeted interventions are having an impact. In writing there had been positive growth in Y1 (+9%), Y2 (+12%), Y3 (+6%), and Y5 (+6%) however no growth in Y4 and Y6, indicating areas for targeted support in upper KS2. In maths gains were modest, with Y4 (+7%) and Y5 (+6%) showing growth and Y2 and Y3 saw slight decreases (-2% and -1%), and Y1 & Y6 remained at 0%. Therefore, the focus for 25-26 will be to continue providing challenge for higher attaining disadvantaged pupils in writing and GD attainment in maths requires additional targeted support so we have enrolled in the Local Maths Hub for CPD and to refine current practice.

The attendance data demonstrates that attendance in 2024/2025 was 90.91%. This is a slight increase from the previous year and shows a rising pattern. However, it still sits below whole school attendance which was 90.7% for disadvantaged pupils which was below the whole school attendance at 93%.The data demonstrates that attendance in 2023/2024 was 90.7% for disadvantaged pupils which was below the whole school attendance at 93.55%. This had risen from 2022-23 when the attendance for disadvantaged pupils was 88.3% Attendance recording and reporting is managed well by the Learning Mentor and the Attendance Officer. Clear systems and procedures are followed consistently resulting in all stakeholders being aware of attendance expectations. There has been a renewed commitment to developing relationships with parents to reduce barriers and increase engagement. This is having a positive impact, and 1 pupil's attendance has risen from 69% (2024-25) to 100% (autumn 2025-26) This year we are further developing the role of the learning mentor to provide additional learning support to pupils who are frequently absent.

There was an increase in enrichment opportunities during the academic year 2024-2025 including educational visits. Examples include:

- EYFS visit to RHS
- Y1 and Y2 visit to Salford Museum and the local Mosque
- Y3 and Y4 visit to Manchester Airport
- Y4 visit to Peel Hall
- Y5 museum visit
- Y6 residential experience

We also held regular enrichment days linked to national events and providing additional experiences for our children. These have included:

- National Rail Stem Day
- National Poetry Day
- Visit and workshops with a published author
- Participation in Dragons Den like competition.
- Tree planting in the local area
- Money management workshops
- Lunar New year celebrations

There has been an increase in activities supporting parental involvement and engagement these have included Mother's Day afternoon tea, darts, dominoes and donuts day to celebrate Fathers' Day and family picnics. This has helped to strengthen relationships between home and school.

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