

St. Augustine's Catholic Primary School 2025-26

Pupil Premium Statement

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	434
Proportion (%) of pupil premium eligible pupils	8.8%
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)	2025-26 to 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alison Walsh
Pupil premium lead	Alison Walsh
Governor / Trustee lead	Ben Acton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£56,370

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At St. Augustine's we are focussed on improving pupils' outcomes through high quality teaching, interventions and resources. All staff take responsibility for pupil outcomes and raise expectations of what they can achieve. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 particularly need to continue to improve literacy skills. This includes speech and vocabulary development, reading fluency, reading comprehension and writing skills. Each term the Head teacher, SEND Co-ordinator, class teacher and learning support assistant meet to review the progress and well-being of each pupil within the class and agree any necessary actions. We aim to act early and progress is measured using robust diagnostic assessment. We will be tracking the impact of each of these interventions below to ensure that pupil premium funding is being used as effectively as possible. Interventions that are used are those that have been research proven or that the school has previous successful evidence of effectiveness.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Baseline assessments indicate that these are evident from Reception and for some pupils continue into KS2. Almost half the pupils at our school also have English as an Additional Language and some of these will be disadvantaged pupils also.
2	Assessments, observations, and surveys with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.

3	Our assessments (including Boxhall Profiles and wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, including self-esteem and self-belief. These challenges are affecting the attainment of some disadvantaged pupils. We would also like to see an increase in disadvantaged pupils accessing enrichment activities – especially sports activities.
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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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in July 2026 and 2027 show an increase in the number of pupils meeting the expected standard. Data of those achieving ARE is in line or higher than both the national and LA Averages.
To ensure a strong start to school for disadvantaged EYFS	We will aim for 75% of disadvantaged pupils to meet ARE at the end of EYFS
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/8 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil and parent surveys (including Bounce Together surveys), staff feedback and observations • An increase in the number of disadvantaged pupils accessing physical enrichment activities • Boxhall Profile assessments • Reduction of recorded CPOMs incidents • High attendance and punctuality for all PP children

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: **£3,832.12**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription of Steplab Instructional Coaching platform for all teachers	EEF-Effective-PD-Recommendations-Poster.pdf Steplab is a professional learning platform that provides schools with everything needed to systematically improve teaching. We have previously used it and have much evidence from lesson drop-ins, staff feedback and pupil data that it is a highly effective coaching programme.	1,2,3 Steplab coaching £1478.40
Purchase of WellComm assessment kit and materials for Year 1 to enable them to build upon work in YR	Oral language interventions EEF (+ 6 months) Research shows high impact for very low cost	1,2,3 WellComm Toolkit £449
We will fund teacher release time to embed high quality teaching of writing but particularly focussing on the quality of feedback in writing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback (+ 6 months) Research shows very high impact for very low cost	2,3 £1,344.72
Purchase of Little Wandle handwriting materials for YR/ Y1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (+ 4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (+ 4 months)	2 £560

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

Budgeted cost: £38,535.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one/ small group tuition for pupils in need of additional support in writing. Booster sessions will be delivered in addition and linked to normal lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (+ 5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (+ 4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback (+ 6 months)	2,3 £24,415.56
Speech and language sessions for small groups of pupils in YR and Y1 by teaching assistants	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (+ 4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (+ 6 months)	1,3 £8,068.32
Writing sessions in small groups in YR using new Little Wandle handwriting materials	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (+ 4 months)	2 £6,051.24

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

Budgeted cost: £14,002.76

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>To provide nurture interventions for individuals or small groups by trained ELSAs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (+ 4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions (+ 3 months)</p>	<p>3 £10,670.24</p>
<p>Funding for enrichment activities to promote fitness and mental health</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity (+ 2 months)</p>	<p>3 £3,332.52</p>

Total budgeted cost: £56,370

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. Pupils at the end of YR are assessed as to whether they are meeting the Good Level of Development criteria. Pupils in other year groups are assessed using summative NFER tests and formative teacher assessments. We are carefully tracking the progress and attainment of pupils on pupil premium funding and in maths, pupils in every year group have significantly higher attainment than the national data. With regard to reading and writing pupils in 6 out of 7 year groups have higher attainment than the national data. We will be carefully supporting identified pupils and continuing to have high expectations for all.

KS2 SATs Results - 2025

	All pupils at St. Augustine's	All Pupils nationally	Pupil Premium pupils at St. Augustine's	Pupil Premium pupils nationally
Reading	94% (53% at GDS)	75% (33% at GDS)	77.8% (44.4% at GDS)	62%
Writing	83% (20% at GDS)	72% (13% at GDS)	55.5% (11.1% at GDS)	60%
Maths	92% (42% at GDS)	74% (26% at GDS)	77.8% (33.3% at GDS)	54%
Joint R/W/M	81% (17% at GDS)	62% (8% at GDS)		

Our analysis from the KS2 SATs results in 2025 shows that for reading those receiving pupil premium funding had higher results than all pupils nationally. We would like to

reduce the gap however between how pupil premium pupils and all pupils achieve at our school for reading. In Maths, like reading, pupils at our school receiving pupil premium funding have had higher results than all pupils nationally but we would also like to close the gap internally on how different pupil groups perform. Maths had been a subject that we had focussed on last year and we can see that data has been improving. Unfortunately, with regard to writing, pupils with pupil premium funding performed lower than the same group nationally and writing is thus the key curriculum area that we are focussing on this year. We are working on a number of initiatives linked to literacy such as WellComm and Little Wandle Handwriting to ensure that pupils can make a good start at school.

Attendance Data for 2024-25

	Attendance for all pupils	Attendance for FSM
St. Augustine's	96.1%	93.7%
National Average	94.8%	92.2%

Whilst school data shows that attendance figures for both groups is higher than that nationally we are working on initiatives to improve it higher still.

Externally provided programmes

Programme	Provider
StepLab Coaching Programme	Steplab.Ltd
Nurture Interventions	Nurture UK
Little Wandle Handwriting programme	Little Wandle Literacy Hub / Collins Books
WellComm speech and language programme	GL Assessment
Rainbows bereavement programme	Rainbowsgb.org / Arundel and Brighton Diocese