Pupil premium strategy 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, our long term strategy for the following 2 years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Date 2025-2026	Date 2026-2027
School name	St Augustine's Catholic Primary School	St Augustine's Catholic Primary School
Number of pupils in school	243	208
Proportion (%) of pupil premium eligible pupils	21.4%	24.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2027	2024-2027
Date this statement was published	December 2025	December 2026
Date on which it will be reviewed	October 2026	October 2027
Statement authorised by	Will Liddle	Louise Holden
Pupil premium lead	Judith Taylor	Judith Taylor
Governor / Trustee lead	Aine Garrett	Aine Garrett

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027
Pupil premium funding allocation this academic year	£75,750	£75,950
Pupil premium funding carried forward from previous years	£0	£0
Total budget for this academic year	£75,750	£75,950

Part A: Pupil premium strategy plan

Statement of intent

School Mission: Growing Together
Growing in Faith
Growing in Knowledge
Growing in God's Love

Vision
Building respectful relationships focused on love, peace and integrity. A curriculum driven by stimulating intellectual curiosity.
At St Augustine's Catholic Primary School, we value each child as an individual with a unique potential for learning. We consider our school a haven where all pupils feel safe to grow, are encouraged to thrive and inspired to become their very best self. Our holistic approach means we deeply value developing the whole child academically, spiritually and physically.
Pupils are taught to respect, encourage and celebrate others- as a school family we champion diversity as richness. Peace, integrity and love, as Jesus taught us, is core to the way St Augustine's focusses on building positive respectful relationships for everyone within our community.
We aim to provide a broad, balanced and exciting curriculum, opening up a world of intellectual curiosity to our children. Igniting curiosity stimulates the brain, and we therefore engage pupils in all areas of learning by stimulating inquisitiveness- instilling a desire to learn, explore and think deeply.
A curious mind is a learning mind and, as such, we provide a broad curriculum by offering the full-range of National Curriculum subjects that we value equally, ensuring they are taught excellently; we provide balance by sequencing the content thoughtfully for progression in knowledge both disciplinary and substantive and the development of skills. Our learning is therefore sequential and cumulative as we focus on pupils knowing more and doing more as they progress through our school.
We value making learning memorable and therefore, wherever possible, we theme lessons around inspiring ever-evolving topics and creative, exciting resources. Having a cross-curricular approach enriches the balance and breadth of our curriculum, building learning by linking it together.

Values
Our school Values are Love, Peace and Integrity.
As Catholic Educators, our aim is to search for EXCELLENCE, Nurture the UNIQUENESS of the individual, Strive for the education of the WHOLE person, Value education for ALL, Develop MORAL principles, Encourage our children to be WITNESSES of the world!
Gospel values underpin all our work.

As a member of the Kent Catholic Schools Partnership we follow the KCSP Policy- available on our website.

We are committed to ensuring that every day, all pupils, particularly the disadvantaged, experience high quality teaching and learning which all participate in, leading to success in the classroom and beyond. This will be achieved through putting high quality teaching and learning at the heart of our Pupil Premium strategy. We believe that disadvantaged pupils will be best served by the focus of this strategy being on the quality of teaching and learning at all levels, beginning in the Early Years. Through rigorous self-assessment we will continue to address the barriers to learning and success identified for our cohorts, to enable every pupil to progress and achieve at the very highest level.

All staff have a collective responsibility for promoting the development of all children. We use a needs led proactive approach, anticipating future challenges and addressing them through early intervention means that the underachievement of disadvantaged pupils is not inevitable. All staff will have the highest expectations of all pupils, irrespective of background or barriers to learning. All will be mindful of not lowering expectations and aspirations for disadvantaged pupils. Staff at every level will nurture and support all pupils to take pride in their individual achievements. Pupils' contributions to lessons will be encouraged and valued. Research evidence will be used to inform our decision making and we will ensure high levels of parental engagement to ensure all pupils achieve their potential. Improving the combined attainment (Reading, Writing and Maths) of disadvantaged pupils will be a focus in all phases.

Our curriculum will carefully planned and sequenced, so that all pupils know more, remember more and progress and achieve at the highest levels. Our inclusive quality first teaching will be of a high quality and will include memorable learning experiences in which all pupils, particularly the disadvantaged, are expected and encouraged to participate. Our teaching strategies will promote independent, self-regulated learning though scaffolding and explicitly teaching pupils to plan, monitor and evaluate their work. Assessment will be used to adjust teaching whereby staff respond to, and address gaps in learning, so that pupils develop belief in themselves through experiencing success in the classroom. This helps them to become successful learners, and to believe that they will achieve well.

Provision for our youngest children, including in the Early Years Foundation Stage where appropriate, will be responsive to need, to prior experience and to developmental stage. Staff are clear that early identification and intervention are key to ensuring pupils' progress. We understand the importance of establishing strong communication between all professionals and the parent(s)/carer(s) so that a clear picture is gained about the child's learning and development needs. A whole school approach to improving attendance will be embedded, rooted in research evidence. Staff are clear that successful transition is essential to tackling underachievement, especially for disadvantaged pupils and that transition is about continuity and progression throughout the school as well as at changes of placement.

Challenges

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

Challenge number	Detail of challenge
1	St Augustine's has a rich and diverse community where 58% of our pupils have English as an additional language. The combination of this and the nationally recognised decline in the development of oral language skills in all of our pupils shows us that many of our pupils, especially those who are disadvantaged, have underdeveloped oral English language skills, gaps in vocabulary and require additional support in this area.
2	At times some of our families need support in providing basic needs such as food and uniform. As a result, some pupils may be hungry or inappropriately dressed and these factors are influencing their well-being and involvement whilst in school. We are aware that disadvantaged children may need additional financial support in order to engage in additional experiences which enrich their learning and development, such as school trips and accessing sports and other extra-curricular opportunities.

3	The emotional development of children is essential in providing them with a stable secure platform on which to build their learning, and we have identified significant numbers of children who require additional support for their well-being and involvement in order to allow them to become ready to learn and achieve their potential.
4	Many of our disadvantaged children also have SEND and it is vital that we identify difficulties early and provide appropriate support and intervention to support them in overcoming these barriers to learning.
5	Parental engagement is key in raising attendance and ultimately the attainment of children and some of our families require additional support to fully engage in their child's education. Issues with attendance such as persistent lateness can impact the consistency of learning. There is an additional impact on pupils where families with parents who do not have fluent English require additional support to access services and engage fully in the academic and developmental support for their children.
6	There is often a gap between the academic achievement of disadvantaged pupils compared to their peers at key stages of education including EYFS, Phonics check, Times Table check, KS1 and KS2 Combined Reading, Writing and Maths SATs. This gap becomes wider as children progress through their education and early intervention is key.

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 English language skills and vocabulary.	Assessments and observations indicate 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.
No child is disadvantaged from taking part in wider curriculum activities	100% attendance on any class trip, including Year 6 residential trip. Disadvantaged children are supported to attend a wider range of sporting and enrichment activities that work towards supporting and strengthening pupils' cultural literacy. Evidence from pupil voice and pupils' books shows the impact of these opportunities on their confidence, progress and overall development.
Increased well-being and involvement of all children in order for them to be ready to learn.	Access to professional mental health support with therapeutic counselling and drawing and talking therapy available to individual children when necessary. All children are supported with the regulation of their emotions through whole school work on the Zones of Regulation and targeted work for individuals to address emotional needs as soon as possible. Evidence from pupil voice and pupils' books shows the

	impact of well-being and involvement in their development in all areas.
Disadvantaged pupils with SEND achieve their personalised targets and outcomes and make good progress in all areas from their personal starting points.	There is a high quality of teaching evident across the school and therefore all children, including those with SEND make good progress from their starting points. SEN Support plans, reviews with external professionals, pupil voice and evidence of classroom work all show positive progress in key areas.
Attendance of Pupil Premium children, including punctuality is high and all parents are supported to promote and encourage homework and reading where appropriate.	Attendance of Pupil Premium children is high and parent voice shows that parents have a positive view of their child's education. Parents attend parent consultations and have a good understanding of their children's current achievement and areas for progress. They are supported to engage in reading with their children and home learning activities and know how to help children to achieve their next steps.
Academic achievement is good evidenced by data from phonics screening, times tables screening and combined Reading, Writing and Maths results KS1 and KS2 SATS.	Disadvantaged children close the academic achievement gaps between them and their peers and achieve in line with national expectations in key data.

Activity in this academic year 2026-2027

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: £4545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD with release time and cover if needed for all curriculum areas to ensure consistency and strengthen implementation and impact.	Providing teachers with a right to high-quality training and development would boost pupil attainment. The effects of high-quality professional development on teachers and students: A cost-benefit analysis - Education Policy Institute (epi.org.uk)	1, 3, 4 and 6

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

Budgeted cost: £27,370

Activity	Evidence that supports this approach	Chall600`enge number(s) addressed
Small group targeted interventions across the whole school.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,3,4 and 6
Subscriptions for Language Link and Speechlink to be used for assessment across the school.	Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4 ad 6

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

Budgeted cost: £44,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional counselling and play therapy provided to children who require emotional intervention	Good mental health and high levels of well-being and involvement are essential for children to learn effectively. Counselling services significantly reduce psychological distress in school children. Effectiveness of school counselling revealed in new research (bacp.co.uk)	3, 4 and 6

Supporting families with increasing Attendance and Punctuality and enhancing parental engagement including providing and subsidising Breakfast and After School care when necessary	Pupils with persistent absence are disproportionately more like to come from socio-economically disadvantaged backgrounds. Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Evidence brief on improving attendance and support for… | EEF (educationendowmentfoundation.org.uk) Provision of breakfast clubs can boost primary pupils academic results. Providing care before and after school care supports parents and improves the relationship between home and school Breakfast clubs found to boost primary pupils' reading writing… | EEF (educationendowmentfoundation.org.uk)	2, 3, 5 and 6
Pupil premium funds subsidises or pays for visits, visitors and residential journeys so that no child is disadvantaged	The Guardian.com (21st July 2019) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum	2, 3, 5, and 6
Uniform, shoes and other necessities are purchased as required to support families ensuring that all children are appropriately dressed and equipped for the school day	Government guidance on ensuring equality of access to school uniform Education (Guidance about Costs of School Uniforms) Bill, House of Commons, Second Reading, 13 March 2020 | Local Government Association	2
Access to Sports clubs and extra-curricular opportunities	PE and sport premium funding is supplemented with PP funding where necessary to provide free places at sports clubs to all PP children. The benefits from regular physical activity are in terms of physical development, health and wellbeing as well as improved attendance and academic performance. Physical activity | EEF (educationendowmentfoundation.org.uk)	2, 3, 5 and 6

Access to good quality texts in English to enhance curriculum offer	Centre for Literacy in Primary Education show the use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers. What We Know Works - Choosing & Using Quality Texts.pdf (clpe.org.uk)	1, 2, 4 and 6

Total budgeted cost: £75,950

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 2025-2026 academic year.

During the past year our efforts as a school have been to ensure that the basic needs and well being of our disadvantaged pupils and families were met, the Well Being of our disadvantaged pupils was enhanced and maths teaching was improved so that pupils could access learning and thrive.

We did this by:

- Accessing local services and charities to support families.
- Maintaining contact with supporting agencies and facilitating access to services when appropriate.
- Effectively managing transition and contact between families and school for new year R pupils and with secondary schools for all year 6 pupils.
- Prioritising disadvantaged children for attendance through funded access to wrap around care and leadership support for enhanced communication with parents. Pupils in receipt of this support had improved attendance and well-being.
- Subsidising school trips including the Year 6 residential to ensure that no pupil missed out on opportunities for enrichment and embedding learning.
- Continuing to track oral language skills throughout the school and develop the skills of all staff to support pupils with developing oracy
- Developing our maths teaching by training staff in Maths Mastery and embedding Mastering Number in KS1 and EYFS
- Enhancing attendance tracking systems and working with families to improve attendance of disadvantaged pupils

Outcomes 2025-2026

- Whole school PP children attendance 91% compared to a National average of 92%
- In KS2 30% of PP children achieved the Expected Standard in Reading, Writing and Maths combined compared to 51% of similar schools. 30% of this PP cohort had EHCPs and were unable to access the testing process.
- In KS2 40% of PP children achieved the Expected Standard in Reading compared to 63% Nationally
- In KS2 50% of PP children achieved the Expected Standard in Writing compared to 60% Nationally
- In KS2 30% of PP children achieved the Expected Standard in Maths compared to 62% Nationally
- At Year 4 50% of the PP children present in school at the time of testing scored full marks in the Multiplication Tables Check compared to 32% Nationally
- At Year 1 100% of the PP children passed their phonics screening check compared to 68% Nationally
- At EYFS 60% of the PP children reached their Good Level of Development compared to 55% Nationally

3 Year Long-term Strategy

St Augustine's Catholic Primary School is committed to improving academic outcomes for Pupil Premium Pupils so that ultimately all Pupil Premium Pupils achieve at least Expected levels in Combined Reading, Writing and Maths at KS1 and KS2 and achieve a Good Level of Development in EYFS and higher percentages than Local and National statistics at all levels.

In further years we intend to continue a needs-led approach to supporting disadvantaged pupils responding flexibly to changing demands and continuing positive proven strategies. We will continue our commitment to developing the Well-being of all pupils as well as enhancing their academic achievements in order to provide positive long-term outcomes for all pupils. We intend to continue to develop our curriculum and resourcing to be representative of our changing cohorts of children and ensure positive and aspirational representation to all of our children in their school and learning journeys.

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
Synthetic Phonics	Little Wandle
Speech Link, Infant Language Link, Junior Language Link	Speechlink Multimedia Ltd