Pupil premium strategy statement 2026-27

This statement details St. Augustine's Catholic Primary School's use of pupil premium for the 2025 to 2026 academic year 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's Catholic Primary, Hythe.
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	
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 initially published	October 2025
Date on which it will be reviewed	July 2027 (Reviewed every year)
Statement authorised by	Sarah Thompson
Pupil premium lead	Beth Carrá (SENCo)
Governor lead	Francesca Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,560
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£37,560

Part A: Pupil premium strategy plan

Statement of intent

High “quality first” 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably in its targeted support for pupils who are pupil premium and AEN.

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 are set
- act early to intervene at the point need is identified (through robust tracking)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- implement “help stations” for all children and working walls to aid memory, recall and independence
- provide a rich and varied offer within our curriculum and through our extracurricular activities to ensure disadvantaged pupils benefit from broader learning experiences and interactions throughout their school day

At St. Augustine’s 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or maybe, for example, a young carer.

Challenges

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

Challenge number	Detail of challenge
1	**Vocabulary/Oracy** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. **SENCo to work closely to support the Bridge and The Cove SEND provision to consider targeted interventions and to embed the school environment to develop a 'language rich approach' across the school.**
2	**Reading** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and links to the trend that these pupils become less engaged and willing readers by KS2. **Reading Lead and EYFS Lead to provide targeted phonics intervention (catch-up) for specific pupils to ensure accelerated progress.**
3	**Maths** Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is erratic. **SENCo/PP Lead to continue to prioritise maths interventions for PP and vulnerable pupils through the school.**
4	**Knowledge and skills gaps** Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by social limitations and limited opportunities outside of school. **PP Lead to continue profiling which pupils attend extracurricular activities and identify specific pupils who could be financially supported by PP funding as part of our offer.**
5	**Wellbeing** Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. This will include breakfast club and instrument tuition. **SENCo to work alongside the ELSA and the Play Therapist to provide additional SEMH support and wellbeing for identified pupils**.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved oral language skills and vocabulary among disadvantaged pupils is reflected through an improved linguistic style in written work.	At least 20% pupil premium children are involved in wider school community responsibilities, that include pupil voice and oracy. (E.g. School council, Eco Council, clubs). Evidence from pupil voice and book scrutiny demonstrates improved verb-tense agreement, accurately applied pronoun-auxiliary verb agreement.
2. Improved reading attainment among disadvantaged pupils.	KS1 Phonics outcomes to reflect at least 50% attainment of passing the phonics screening, or retake. KS2 reading outcomes in 2024/25 to show that at least 75% of disadvantaged pupils meet the expected standard.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that at least 50% of disadvantaged pupils meet the expected standard.
4. Knowledge and skills gaps to be filled.	For at least 75% of PP children to have attended at least one additional extra-curricular activity or offer through the academic year.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in pupils in receipt of wellbeing and nurture support, potentially through ELSA. • 100% of families who require breakfast club provision for wellbeing reasons will be supported and offered this through school.

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: £21,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enabling time for teachers to attend Mastery CPD to develop and improve strategies for the teaching of Maths from Reception to Y6.	The EEF and NCETM reference strong research that proves that a mastery approach to teaching of maths is most effective in promoting progress and depth of mathematical understanding: Supporting Research, Evidence and Argument | NCETM	3, 1
Teaching staff to lead on school council, Eco council, Choir, Community Group, etc. to support pupil voice and enable more opportunities for children to rehearse and demonstrate oracy.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 4, 5
Specific children to be offered targeted support with phonics to enable them to achieve Age expected standards in reading. Staff training, support and time for intervention to be led, as well as Bridge provision.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Staff members	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics,	3

identified to attend Maths development training. We will fund teacher release time to coordinate and CPD time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Sandgate training for 2 staff members. CPD training for all staff.	drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Pay for a Play Therapist to support our vulnerable PP children through weekly support. Release time for staff to attend KCSP ELSA supervision, Mental Health and Wellbeing CPD and meetings through the year.	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 peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £11,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo to be released to work closely to support the Bridge and The Cove SEND provision to consider targeted interventions and to embed the school environment to develop a 'language rich approach' across the school.	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)	1, 4
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	2

who require further phonics support. This will be delivered mainly in EYFS/KS1 but for a few pupils will continue in KS2	#backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	

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

Budgeted cost: **£4252**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted best practice set out in the DfE's Improving School Attendance advice to support PP pupils who are currently persistently absent to attend above 80% (minimum). This will involve release time for dedicated staff to implement procedures and to monitor attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This will be monitored consistently in school for all pupils.	5
Subsidy for wrap-around care and extra-curricular activities To subsidise trips and extra-curricular activities. Contribution towards wrap-around school care, on a need's basis per child.	This will ensure that all children are able to access appropriate wrap-around provision that will offer extra-curricular opportunities and the opportunity to socialise and mix with wider groups of children. From our own experiences this approach has been beneficial to both the well-being of the child and that of the adults in the household.	5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025/2026

This details the impact that our pupil premium activity has had.

Maths Mastery

Funding to enable teachers to attend Mastery CPD has significantly strengthened the teaching of mathematics across the school. Through focused professional development aligned with EEF and NCETM research, staff have embedded mastery strategies that promote depth of understanding and sustained progress from Reception to Year 6.

This investment has delivered measurable improvement in pupil outcomes:

- Year 6 attainment at the expected standard in maths increased from 74% (2024/25) to 88% (2025/26) overall.
- 78% PP pupils in Year 6 achieved the expected standard in Maths showing strong progress and evidences that targeted work to close the gap is having an impact.
- Year 6 higher-level attainment remained strong, with 11% for PP pupils compared to 19% for non-PP pupils. This is relatively similar, when considering actual numbers.
- Across the school, focused interventions and high-quality teaching have supported PP pupils to make progress towards narrowing gaps with their peers. While differences remain in some year groups, targeted support is driving improvement and ensuring PP pupils benefit from mastery approaches.

In addition to improved data, lesson observations - both in-house and through the NCETM Maths Mastery training and CPD attended by 4 teachers- confirm that teaching strategies have evolved, with greater emphasis on conceptual understanding, reasoning, and problem-solving.

Oracy and Pupil Voice Initiatives

Staff have led School Council, Eco Council, Choir, and Community Groups to provide pupils with regular opportunities to develop oracy. Evidence from the EEF shows oral language interventions, including high-quality discussion, have strong impact on attainment and are cost-effective.

These initiatives have been particularly beneficial for disadvantaged pupils:

- PP children joined the choir and performed at Young Voices.
- The Eco Council hosted a range of assemblies and fundraising activities throughout the year.
- Class assemblies were held throughout the year to celebrate learning and achievements.

This approach has raised the profile of oracy and improved confidence and communication skills across the school.

Impact of Targeted Phonics Support

Targeted phonics interventions supported PP pupils in achieving improved outcomes in the Year 1 Phonics Check with 33% of PP children in Year 1 passing the phonics check. There were no PP children in Y2 who needed to retake. PP children attending the Bridge and Cove provision also made strong progress from their starting points in phonics. Key staff completed additional Unlocking Letters and Sounds training, ensuring high-quality delivery and consistency across interventions.

Impact of Attendance Strategy

Through embedding the DfE's Improving School Attendance principles into staff training and allocating dedicated time to attendance monitoring, we have strengthened our systems for tracking and reducing absence. This approach has contributed to improved attendance outcomes during 2025–2026, with PP pupils continuing to achieve attendance rates in line with those of the wider school population. Targeted interventions and support have reduced persistent absence and ensured consistent monitoring of all pupils. In addition, a range of enrichment opportunities, including school events and after-school clubs, have encouraged pupils to engage more fully with school life and promoted positive attendance. Some pupils also accessed SEMH afternoon support, which has had a significant impact on improving attendance, strengthening engagement with school, and providing targeted support to meet individual needs. Attendance will remain a key priority moving forward, supported by the implementation of the new KCSP Attendance Policy, which promotes positive attendance across all pupil groups.

Impact of Subsidy for Wrap-Around Care and Extra-Curricular Activities

The subsidy enabled pupils to access a wide range of extra-curricular opportunities that they may not have otherwise experienced. Children were invited to participate in activities such as Rocksteady music lessons, choir and Forest School. In addition, pupils were able to access SEMH support through both 1:1 and small-group interventions across year groups. These experiences provided enrichment beyond the classroom, fostering social interaction, confidence, emotional wellbeing and resilience. The approach ensured equitable access and supported both pupils and their families by reducing financial barriers.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupil Premium funding was used to provide targeted teacher-led booster groups and additional support for identified focus children, helping to address individual learning needs, build

	confidence, and promote progress across key areas of the curriculum.
What was the impact of that spending on service pupil premium eligible pupils?	Service Pupil Premium funding had a positive impact on eligible pupils. Targeted booster groups and focused teacher support helped pupils make good progress across the curriculum. One pupil made accelerated progress and achieved Greater Depth in core areas of learning.

Further information (optional)

Additional activity

Planning, implementation, and evaluation

We looked at several reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours and contacted schools with some high-performing disadvantaged pupils to learn from their approach.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.