

St. Augustine's RC High School

2025-2026 Pupil Premium Strategy Statement



Pupil premium strategy statement – St. Augustine's RC High School

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	St. Augustine's RC High School
Proportion (%) of pupil premium eligible pupils	18%
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)	2025-2028
Date this statement was published	1 st December 2025
Date on which it will be reviewed	1 st March 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Claire Hunt
Governor / Trustee lead	Gerard Keane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228546
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium allocation will be used to improve the quality of education for all disadvantaged pupils by:

- Developing the provision of quality first teaching through professional learning and development of staff.
- Continuing to close the attainment gap between disadvantaged pupils and all pupils through quality first teaching.
- Continuing to support pupils who experience social, welfare and SEMH issues and take every reasonable step to minimise the impact of this.
- Continuing to improve the attendance and punctuality in all year groups.
- Continuing to improve reading ages across all year groups to ensure that pupils are reading at their chronological age.
- Increasing the participation of disadvantaged pupils across the wider curriculum

Challenges

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

Challenge number	Detail of challenge
1	44% of our disadvantaged pupils have SEND (36% EHCP) which requires highly skilled teachers who deliver quality first teaching.
2	Referrals to our pastoral team for SEMH are higher for disadvantaged pupils. Higher pastoral need, lower confidence and resilience, and external challenges impact behaviour, engagement, and curriculum access.
3	The attendance of disadvantaged pupils is lower than that of other pupils. Persistent absence is also higher among disadvantaged pupils.
4	The standard age score in NGRT is lower for disadvantaged pupils across all year groups.

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 attainment at KS4, particular in pupil's achieving 5 standard and strong passes in 5 subjects including English but not Maths.	Disadvantaged pupils make progress in line with peers; gap at 9–4 EM reduced by at least 10%; gap at 9–5 EM reduced by at least 5%.
All teachers to participate in multiple SEND and quality first teacher CPD throughout the year.	Quality assurance will evidence that all pupils receive quality first teaching which will particularly support pupils with SEND.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing, demonstrated by Qualitative data from pupil, parent, carer and staff feedback. A significant increase in the proportion of pupils engaging in which focuses on pupils experiencing: careers, leadership, community, cultural and extracurricular activities.
To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.	Sustained high attendance by the end of this plan, demonstrated by: The overall absence rate for all pupils being no more than 5% and the overall attendance for disadvantaged pupils to increase by 1%.
Improved reading comprehension amongst disadvantaged pupils across school.	Reading comprehension tests demonstrate an improvement in reading and comprehension skills amongst disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers

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: £112,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff to receive effective professional learning and supported by a strong CPD Programme. This will include a whole school strategy focussed on scaffolding, modelling, vocabulary and feedback. EEF: High-quality teaching is the largest driver of attainment.	EEF: High-quality teaching is the largest driver of attainment.	1
Development of “gaining ground” curriculum for pupils working below Key Stage 3.	Mastery Learning EEF +5 months	1,4
Purchase of standardised diagnostic assessments (NGRT). Training will be provided for staff to ensure assessments are interpreted correctly and utilised to inform practice	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Education Endowment Foundation EEF +7months	4

Targeted academic support

Budgeted cost: £27,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group Maths tuition by Maths specialist teacher.	EEF: Small-group tuition (moderate/high impact).	1
Year 11 academic mentoring	EEF +2 months <u>Mentoring</u>	2,3

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

Budgeted cost: £ 88,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a school-based counsellor to provide mental health and anxiety, depression and low self-esteem support for pupils	<p>Supporting pupils to develop strategies to recognise, support and cope with adversity, and even be strengthened by it can have a clear and significant impact on a pupil's well-being. This is proven to increase attendance and engagement in school and ultimately, pupil achievement.</p> <p><u>Dfe Attendance</u></p> <p><u>Effectiveness of school counselling revealed in new research (bacp.co.uk)</u></p> <p>EEF +3 months</p>	2
Embedding the principles of the good practice set out in the Department for Education's (DfE) Improving School Attendance advice. Attendance staff will be employed, and there will be training for the attendance team and wider pastoral team to implement new procedures and	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improved attendance has a direct correlation on pupil achievement whilst at school:</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	3

ensure their practice is effective.		
Development of personal development and enrichment opportunities.	<p>There is a range of evidence to support that pupils participating in a wider range of activities can increase aspirations, support mental health and well-being, as well as increasing confidence with others and engagement in school:</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>EEF + 3months</p>	2,3
Prioritise DP in attendance strategy including EBSNA training for all pastoral team, SLT mentoring of DP pupils and prioritisation of DP in first day absence procedures.	Parental engagement EEF +4 months	3
Create additional capacity within pastoral team for Year Leaders	EEF + 3months	2,3
Quiet Room Provision for pupils who return to school after absence or need support from mainstream lessons.	EEF +3months	2,3
Access to enrichment through subsidised and / or free trips, visits and music lessons	EEF + 3months	2,3
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	3

	of funding aside to respond quickly to needs that have not yet been identified	
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Total budgeted cost: £228,246

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

There was an average attainment 8 grade gap of 1.75 between DF and all pupils. The attainment of DP remains a priority and therefore is a focus on this year's strategy.

Attendance

The data shows that the gap between year 9, 10 and 11 is 8% with the year 7s and 8s being slightly lower at 5%. When we compare to the data from the years prior, the gap is quite consistent across most of the year groups. The data highlights the need for continuous work to be done in order to minimise the gap for D. The data shows that the gap between year 9, 10 and 11 ranges from 8-10% with the year 7s and 8s being slightly lower at 5-6%. When we compare to the data from the years prior, the gap is quite consistent across most of the year groups. The data highlights the need for continuous work to be done in order to minimise the gap for PP students. P students.

Engagement in wider curriculum

To increase the participation of disadvantaged pupils in all aspects of the school's wider curriculum. The school's wider curriculum is growing in both variety and numbers. All pupils are able to participate in clubs before school, during lunchtime and after school. Participation in extracurricular activities is closely tracked and monitored. Due to the school's catchment area, the majority of pupils, including DP, use school buses for transport. This impacts on their ability to attend after school activities. As a result, the school has increased the lunchtime offer and significantly increased the variety and number of lunchtime activities on offer. Consequently, there has been increased participation for all pupils, including DP.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Educake	Educake

Maths Watch	Maths Watch
Rainbow Bereavement Programme	
Unifrog	Unifrog