

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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's RC High School
Number of pupils in school	1099
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Michael Wright, Headteacher
Pupil premium lead	Lindsay Bleazard, Assistant Headteacher
Governor / Trustee lead	Philip Gunn, Chair of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,490
Recovery premium funding allocation this academic year	£ 31,972
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	£214,462

Part A: Pupil premium strategy plan

Statement of intent

In line with our school mission and the Catholic church's "option for the poor", our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress, participate fully in the wider life of the school and enjoy the opportunities on offer. We expect all pupils to achieve high attainment across the curriculum so that they are prepared for the next steps in their education.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal. We will also pay particular attention to the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and this plan will support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching in every lesson 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 for education recovery, notably in its targeted support through the National Tutoring Programme and school tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in evidence and diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. For the plan to be effective we will:

- use evidence based approaches such as the EEF toolkit to maximise value for money
- ensure disadvantaged pupils are challenged and supported in their work
- intervene at the point need is identified
- ensure 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	<p>The attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>DP pupils generally achieve lower in Ma and Eng.</p> <table><tr><th>2022</th><th>A8</th><th>P8</th><th>5+ Eng</th><th>5+ Ma</th><th>5+ Eng + Ma</th></tr><tr><td>DP</td><td>37.13</td><td>-0.92</td><td>39.6%</td><td>37.5%</td><td>25.0%</td></tr><tr><td>NDP</td><td>52.77</td><td>* +0.3</td><td>70.9%</td><td>66.5%</td><td>59.8%</td></tr><tr><td>ALL</td><td>50.4</td><td>+0.16</td><td>64.9%</td><td>62.1%</td><td>54.5%</td></tr></table> <p>KS2 attainment data consistently shows that DP pupils begin St Augustine's with lower SAT Reading and Maths scores.</p> <p>Prior Attainment data on entry to Year 7 in 2022 indicate that between 43% of our disadvantaged pupils arrive below age-related expectations compared to 22% of their peers.</p> <p>NGRT data indicates that DP pupils consistently start St Augustine's with lower SAS scores for reading. Year 7 – 37% of DP pupils below SAS 95 compared to 11% for NDP. 50% of pupils with a SAS score of <90 are DP</p> <p>EEF Family of Schools data for 2019 (most recent available) places St Augustine's DP pupils attainment in the top 5 of similar schools and top 7 for Progress demonstrating strong attainment and progress for our cohorts over a three year period compared to similar schools.</p> <div><p>Your Family of Schools</p><p>Your Family of Schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2017-19).</p><p>Change data view</p></div>	2022	A8	P8	5+ Eng	5+ Ma	5+ Eng + Ma	DP	37.13	-0.92	39.6%	37.5%	25.0%	NDP	52.77	* +0.3	70.9%	66.5%	59.8%	ALL	50.4	+0.16	64.9%	62.1%	54.5%
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	<p>Your Family of Schools</p> <p>Your family of schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2017-19).</p> <p>Change data view</p>
2	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks. Internal analysis suggests that DP pupils are more likely to miss or produce unsatisfactory home learning.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies and are likely to be a challenge for the attainment and progress of DP and all pupils in the coming years.</p> <p>Our pupil wellbeing surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>During the pandemic (2019-202, teacher referrals for support markedly increased. 188 pupils (36 of whom are disadvantaged) received additional support with social and emotional needs from these referrals. This has reduced to 152 referrals (25 of whom are disadvantaged) during 2021-22. The level of need has increased though.</p> <p>1 in 5 DP pupils currently receive support through the Pupil Support Room Team (PSR) as opposed to 1 in 10 for NDP.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 5.5% lower than for non-disadvantaged pupils in 2020-21 but has reduced to 2.6% 2021-22.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. DP's are on the priority call list with the Attendance Improvement Worker.</p>
5	<p>Our data on behaviour indicates that disadvantaged pupils are over-represented in the sanctions awarded via the behaviour system. 13% of DP pupils have been suspended compared to 4% of non-DP and average behaviour points are higher 45 DP and 21 non DP . However, reward points are more in line with an average of 120 DP and 110 Non DP.</p>

6	We are concerned that the DP pupils do not access the enrichment and leadership opportunities to the extent that NDP pupils do. This has been exacerbated by the pandemic in which many activities were paused.
7	Communication with pupils indicates that DP pupils have a reduced awareness of post 16 options and opportunities available to them. DP pupils are less likely to have made in person visits and researched fully available courses and opportunities.
8	DP pupils often have reduced access to technology which supports their learning.

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 among disadvantaged pupils across the curriculum at the end of KS4.	<p>KS4 outcomes demonstrate that disadvantaged pupils achieve a positive progress 8 score.</p> <p>That DP pupils attain qualifications in a wide suite of subjects which enable them to follow their chosen Post 16 pathway.</p>
Improved reading comprehension among disadvantaged pupils across KS3. Analysis of baseline and standardised assessments to provide specific and targeted support for pupils.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Identified pupils access tiered reading support to accelerate and improve their reading ability.</p> <p>Specific pupils with additional reading needs receive the appropriate interventions and support.</p> <p>Testing and use of reading specialists identify and support pupils with specific difficulties with their word reading and/or reading comprehension.</p> <p>Phonic support is delivered through bespoke packages for pupils identified with a difficulty decoding.</p> <p>VAR lessons for all pupils in Yr7-9 focus on key vocabulary and reading.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. Reduce instances of pupils missing home learning tasks.	Home Learning completion rates across all classes and subjects is comparable between DP and NDP pupils.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>a significant increase in marketing of and participation in enrichment activities,</p>

	particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <p>the overall absence rate for all pupils being no more than 100%(set by the DfE), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>The percentage of all pupils who are persistently absent being below national average%</p> <p>The use of the EBSA Toolkit strategies and guidance supports pupils with barriers to attendance and encourages a return to school and/or improved attendance over time.</p>
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	A reduction in suspensions for DP pupils and a reduction in the gap between DP and non-DP for behaviour points.
To ensure that DP pupils have access to enrichment and leadership opportunities. Barriers are removed which limit attendance to activities, extra curricular clubs and trips to develop cultural capital.	<p>School registers demonstrate that DP pupils are represented in enrichment and leadership opportunities.</p> <p>Financial and social barriers which limit access to opportunities are removed.</p>
DP pupils experience high quality CIAG	All DP pupils have an early careers interview and access to local providers offering a range of course and opportunity.
To ensure all DP pupils have the technology they need to access home learning.	Required technology provided and supported for all DP pupils.

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: £ 78,626 (RP £ 10,072)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment, retention and professional development of high quality staff to ensure all pupils receive quality first teaching in the classroom.	The EEF School Improvement Guidance Document details that high quality teaching maximises learning. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2
To ensure all DP pupils are given targeted support and opportunities to be able to complete their homework and classwork via technology and equipment.	Surveys and monitoring of attendance/engagement to remote education at the onset of the first lockdown ensured that we could identify and react to pupils where technology and access to data was a barrier to learning. Subsequent surveys and attendance data supports that our actions has resolved this concern. Continuous support and vigilance is required for pupils where technology becomes a concern particularly with greater reliance on TEAMS and Tutoring Programmes. Pupils attending the tutoring programme will receive a gift voucher as a reward.	2, 8
Whole school CPD and appraisal focus on retrieval practice and metacognition	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment:	1

	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
<p>Personalised support and intervention for underachieving pupils at KS3 and 4.</p> <p>Termly monitoring by class teachers for discussion at department meetings (DP on agendas).</p> <p>Use of standardised scores in reading to focus support for specific pupils.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5, 8
Monitor set movement and setting structures.	Setting has been focused on supporting learners in wider ability groups to avoid the demotion of DP and specifically DP boys.	1, 3, 5
Develop primary links to understand KS2 Curriculum for Maths, English and Science. Along with primary SEND concerns.	Meetings with our Curriculum Leaders have identified a varied level of exposure to KS2 curriculum in our partner primaries. We believe that encouraging the links with our primary partners strengthens our curriculum and transition plans. Understanding key learning in KS2 allows CLs to build on pupils' prior learning.	1
DP sampling focus in department and SLT monitoring of work and book scrutiny	<p>DP pupils are always included in the book scrutiny process. Our conversations with CLs suggest that ensuring a DP focus in book scrutiny raises the awareness of the DP cohort amongst our teaching staff.</p> <p>DP pupils are always represented in Curriculum Pupil monitoring and review groups with SLT.</p>	1, 2, 8
Introduction of additional Vocabulary and Reading lessons in KS3 for all pupils to complement established Numeracy lessons in Yr7	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Identification of struggling readers using standardised schools and additional testing to identify concerns. Identified DP readers are given specialist 1-2-1 intervention support and opportunities to improve their reading</p>	1, 2

	automaticity, prosody, accuracy and comprehension.	
Introduction of additional PSHE curriculum time to target social, emotional and RSE concerns.	Meetings and data gathering with pupils and parents has led us to believe that further development of our PSHE program may help reduce concerns with some of our DP pupils social, emotion and human relationship concerns. By increasing curriculum time we believe pupils will have access to increased knowledge and learning of key issues which impact on their wellbeing and education.	1, 2, 3, 4, 5, 7

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

Budgeted cost: £ 75,565 (RP £16,500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All DP pupils offered Tutoring support in Maths and/or English.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 6, 8
To ensure that all DP are given targeted support and opportunities to be able to attend after school study/revision.	Discussions with DP pupils and families often detail the difficulty and cost of attending activities that will involve additional costs over the expense families often have to find to transport pupils to school. 75% of our pupils make their journey to and from school by bus.	1, 2, 4, 6, 7, 8

DP pupils given access to Learning Performance Workshops to improve metacognition.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 2, 6, 7
Literacy and numeracy interventions during form time delivered by CL's for Maths and English targeting underachieving pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one	1, 6
Embed assessment system to ensure that engagement, progress and application are regularly monitored to speed up interventions. Termly report of DP data for each year group every assessment window. For YLs, CLs, SLT.	The new assessment system will provide attitude and behaviour data at three points in the year as opposed to one. Pastoral teams will receive a breakdown of this data to engage with pupils and specifically DP pupils to provide targeted support, guidance and monitoring.	1, 2, 4, 5, 6
Targeted waves and tiers of support based on need through SEND support.	Our SEND team support all pupils with bespoke and appropriate. The recommendations in the EEF Special Educational Needs in Mainstream Schools Guidance Report have been considered.	1, 2, 6
PSR proactive engagement of parents and carers at events and progress evenings.	Our experiences indicate that attendance of all pupils and specifically DP pupils has reduced since we have moved to remote evenings. PSR calls will focus on parents/carers of DP pupils in the week before evenings to reduce barriers to non-attendance.	1, 3, 4, 6, 7
DP pupils are provided with appropriate curriculum materials (revision guides, equipment and curriculum enhancement opportunities)	Based on our experiences, exacerbated through the pandemic, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 6, 8

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

Budgeted cost: £ 32,000 (RP £5,400)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve rates of attendance for PP pupils. Priority first day response and increased use of technological communications by attendance improvement worker.</p> <p>Regular monitoring and tracking of attendance through pastoral team meetings, year leader actions and outside agencies.</p> <p>EBSA Toolkit to be used as appropriate</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3, 4</p>
<p>PSR support and school counsellor support through group sessions or 1-1 sessions.</p> <p>PSR action to reduce instances of behaviour concerns. Management of strategies to reduce instances of behaviour concern and operation of support actions to reduce suspensions.</p>	<p>The tracking of our pupils suggest that the intervention of the PSR team along with pastoral and specialist staff helps to reduce instances of behaviour likely to lead to suspension and supports the well-being of pupils.</p>	<p>3, 4, 5</p>
<p>Year Leader and Curriculum Leader identification of DP pupils of concern and targeted intervention to reduce pastoral and progress concerns.</p>	<p>We believe that SLT Link Curriculum Meetings and Senior Pastoral Meetings ensure that DP pupils are actively considered and barriers that are impacting their learning and progress are addressed.</p>	<p>1, 2, 3 ,4, 5, 6, 7</p>
<p>Pupil Passports generated by DP pupils to increase awareness of personal individual barriers communicated to all staff. Clear identification of DP pupils in PARS for all classes</p>	<p>Conversations within Curriculum meeting briefings indicate that staff have greater awareness of the DP pupils in their class and the barriers each child faces.</p>	<p>1, 2, 3 ,4, 5, 6, 7, 8</p>
<p>AP – Tailored and bespoke pathways to support individual pupils where appropriate.</p>	<p>Pupils at risk of permanent exclusion are continuously supported in appropriate and alternative provision to ensure that they have an</p>	<p>1, 3, 4, 5</p>

	opportunity to gain the qualifications needed for them to take the next steps in their education, training or employment.	
DP to be aspirational and supported in making informed choices for their next steps. Prioritised Careers Interviews. DP pupils to receive first careers interview in Yr 10 or earlier if identified as a concern.	The EEF Careers Education guidance states that careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. Internal data shows that DPs pursue a wide range of post-16 destinations.	7
External agency coordination through the pastoral support team to effectively support DP pupils and families requiring intervention through MHST, School nurse, CFWS, CSC, HARV, ELCAS, Police and other agencies.	Feedback from MHST and Lancashire School Safeguarding Team reflects best practice coordination of multi agencies in supporting vulnerable and identified pupils and families.	3, 4
To promote a sense of belonging and achievement through the celebration of successes and the awarding of responsibility (extra curricular, leadership roles, reward points, contact home and reward assemblies).	Pupil voice data indicates positive pupil responses to our celebration and rewards system.	5, 6
Financial support for DP pupils through DP coordinator, SLT, pastoral and curriculum leads.	Based on our experiences, exacerbated through the pandemic, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6, 7,8

Total budgeted cost: £184,191 (RP £31,972)

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 2021 to 2022 academic year.

Due to COVID-19 restrictions and lockdown, the 2020-22 cohorts have been heavily impacted and we continue to identify where additional support is required. Our continuous development and three year rolling review of our PP strategy statement reflects our developments to meet our pupil's needs each year.

2021 – 2022 DP Data

Pupils 31

P8 -0.92

A8 – 37.6

Eng & Ma Gr 5+ 29%

Eng & Ma Gr 4+ 45%

In education or employed for 2 terms after KS4 (2020 school leavers) - 94%

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
NEET Moving On Programme	Nelson & Colne College