

# St Augustine's C.E. High School & Sixth Form

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## Pupil Premium 2019-20

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers from wealthier backgrounds by ensuring that funding to tackle disadvantage reaches the students who need it most. Pupil Premium is allocated to schools per FSM student in the last 6 years ('Ever 6'), and Looked After Children.

Research has shown that pupils who have been on, or are on, Free School Meals do not attain as highly as other children in school. The government provides this grant so that we can commission and allocate additional support to ensure that they do. The support can be in a short burst or over a long period of time and can take many forms which are described in detail below. The decision to offer a particular type of support must always be firmly rooted in evidence-based research and have an impact. It can also be in the form of additional resources, enrichment or access to opportunities that enhance the learning experience or foster aspiration.

St Augustine's currently has a Pupil Premium figure above national average, although it is difficult at times to target specifically PP students separately due to other contextual deprivation indicators. Therefore, we target many interventions following extensive data analysis through our own school tracking systems. We monitor Pupil Premium students rigorously and separately so that we can ensure that these selected students make expected progress and an even higher percentage making more than expected progress. This is supported by our data collections in order to ensure that any historical under-achievement is tackled.

It is for St Augustine's to decide how its Pupil Premium allocation is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

<b>Financial year</b>	<b>Amount of Pupil Premium funding</b>
<b>2017-18</b>	<b>£480,014</b>
<b>2018-19</b>	<b>£450,680</b>
<b>2019-20</b>	<b>£413,270</b>

## Principles

We ensure that teaching and learning opportunities meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated to priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Provision

To best meet the needs of all our students, to facilitate personalisation of learning as far as possible, and to enable our priority for outstanding learning for all students we have invested in smaller group sizing throughout the school. This starts with the form groups, having a five-form entry which is taught as six forms as a minimum throughout the entire school, seven forms in our bulge year group in Year 9. The costing breakdown shows our investment in group sizing has been taken even further through nurture and intervention groups both in year groups (G7 and G11) and for departmental intervention. This results in targeted intervention, more personalised provision and ultimately in improved outcomes. The total costing of these class size adaptations and curriculum provision comes to £373,500.

Further to the curriculum provision the school has also used Pupil Premium resources to allow for one Pastoral Year Coordinator per year group. This has been subsidised by PP funding along with school resources and has resulted in opportunities for much more personalised support and provision for all our students. (£52,000)

Pupil premium funding was also used this academic year to:

- Fund an ART therapist working & supporting students of which over 80% are Ever6 students. (£27,146)
- Accelerated Reader - A literacy initiative to improve students reading ability in Year 7 of which over 75% are Ever6 students (£5,926)
- Provide revision classes at weekends / holiday periods (£10,000)
- Subsidising overnight trips for Pupil Premium students (£1000)
- Flash Cards for every Year 10 and Year 11 student as part of the whole school revision strategy (£800)
- Track Academy for any student from Year 7-11 to attend after school sport provision at a higher level with mentoring (£2,000)
- PIXL Subscription for access to APPs, PIXL Build Up Programme and supporting resources for all students at Key Stage 3 and 4. (£4,050)
- Careers support for Year 11 students (£9,994)

Measuring the impact of this funding is very important.

In 2018-19, 47.8% of our school population met the criteria for Pupil Premium funding was significantly higher than the national picture of 12.4% (January 2018).

The 2018 Department for Education provisional summary report for St Augustine's High school indicates that our students for whom pupil premium funding is provided perform extremely well in comparison to the national picture. The results for the exam year 2019 indicate significant progress made by our Pupil premium students:

- Overall Progress 8 score +0.207 English Progress 8 score +0.371 Maths Progress 8 score +0.205
- % of Ever 6 pupils achieving a strong pass in English & Maths (5 and above) 36.4%
- % of Ever 6 pupils achieving a strong pass in English & Maths (4 and above) 45.3%

The results for the exam year 2019 indicate significant progress again being made by our Pupil Premium students, when compared to national benchmarks (Still to be confirmed through checking exercise)

- Overall Progress 8 Score -0.013
- Attainment 8 Score 47.76
- %9-7EnMa 10.1%
- %9-5EnMa 49.3%
- %9-4EnMa 71%
- %5x 9-4 Passes inc EnMa 62.3%
- %5x 9-5 Passes inc EnMa 44.9%

Compared to comparative data available (December 2019), St Augustine's Pupil Premium students have already achieved significantly above national average for Attainment 8, %9-5 English and Maths, %9-4 English and Maths, %5 x 9-5 including English and Maths and %9 x 4 including English and Maths.

There has been increased engagement with parents, particularly of 'disadvantaged' students, seeking to raise awareness and engage them more fully in the process of providing support. It is felt that class teachers are aware of their responsibilities as the first line of support to all students and additional resources have been made available to assist 'disadvantaged' students to engage in learning.

Whilst these facilities are available to all young people it has been a priority during 2018-19 to encourage 'disadvantaged' pupils do engage with these opportunities and to make use of revision classes and targeted support, many of which take place after school hours.

Additional strategies that were put in place include:-

- Acquiring effective materials aimed at raising standards in a variety of subjects including core subjects through exam board specific resources or through PIXL Materials
- Revision guides for students
- Additional curriculum time in English and Maths
- Homework clubs after school, including designated area for G11 students until 5.30pm.
- To provide holiday revision sessions to help raise the achievement of groups vulnerable to low achievement, especially those in receipt of free school's meals.
- LSC provision for Key Stage 3 students to support with behaviour for learning.
- Seclusion Room provision for Year 7-13 to support with behaviour for learning.
- To provide financial support for individual students to take part in offsite enrichment activities, allowing them to benefit from experiences they may not normally have been able to afford and to participate alongside their peers.
- % of salaries for Deputy Head i/c PP, SENCO, Pastoral Year Coordinators.

### **How will the Pupil Premium be evaluated for 2018-19?**

A clear outcome of each of the interventions or support put in place has been shared in terms of raising both results and aspirations of all students with the staff members involved. This will be combined with effective monitoring of intervention and the delivery of the sessions themselves to ensure maximum impact.

At Key Stage 4, Pupils have been identified at the beginning of the intervention cycle and data will be collected at each stage of the assessment calendar. This will provide an impact report on the additional intervention sessions which have been planned either as skill specific sessions on identified areas of weakness, exam practice and knowledge enhancement or support for larger projects or practical/rehearsal time. The Deputy Headteacher in charge of pupil premium ensures that all subjects, especially the Core subjects, are aware of any potential gaps and cross over students that can be targeted.

After a 6-8 week block of intervention, or in between data collections, staff members will be invited to have input on the next cohort from intervention and also analyse the strengths of the intervention in place. In the academic year 2018-19, the first intervention cohort will remain from September until the end of Term 1. This will allow all data from Year 11 collection and Mock Exams to be collated and analysed thoroughly before confirming new support programmes for Pupil Premium students for January 2019. Therefore, the intervention should adapt to the needs of the next cohort of students. An overview of this information will be collated by the Deputy Headteacher and Director of Learning for Key Stage 4.

At Key Stage 3, the analysis and evaluation of progress data will be used to measure the impact of support and intervention given to Pupil Premium students. This will include a specific focus on the stretch and challenge aspect of the students in terms of what accelerated progress being made.

Pupil Premium students will also be monitored on a whole school basis through book looks, learning walks, department, year team, head of department meetings and Senior Leadership Group Meetings. Data of all Pupil Premium students will be constantly analysed and evaluated by the Deputy Headteacher and then shared with SLT, Directors of Learning and Subject Leaders.

### **Additional Provision and its Impact 2018-19**

The Pupil Premium allowed us during this academic year to ensure that students who have historically underachieved or who are currently underachieving following end of Year 10 assessments, to rapidly improve as much as possible. There were additional sessions run during Half Terms and the Easter Holidays by staff for pupil premium students to help support this intervention and progress being made.

100% of all Pupil Premium students in Year 8 followed the Lexia Literacy Programme which is designed to improve all reading ages of every student. It is hoped that with this additional support, the students reading and language skills will improve across all subject areas, in partnership with the drive on whole school literacy which continues to be a focus in 2019-20.

Pupil Premium students also continued to benefit over this academic year (2018-19) from the following provision which is supported by the Pupil Premium Grant:- Careers advice, outreach support, counselling services. There are also occasions when Alternative Provision for Pupil Premium students is provided and trips related to academic studies.

### **Overall Outcomes for 2018-19**

GCSE results in 2019 demonstrated an increase in performance for pupil premium students in the following performance measures: Attainment 8, %9-7EnMa, %9-5EnMa, %9-4EnMa was in line (1% difference) and both %9-5 x5 EnMa and %9-4x5 EnMa compared to 2017-18.

<b>Pupil Premium Results</b>	<b>Cohort in 2018</b>	<b>Result 2018</b>	<b>Cohort in 2019</b>	<b>Result 2019</b>
<b>%5-9 EnMa</b>	88	38.6%	69	49.3%
<b>% 4-9 EnMa</b>	88	65.9%	69	71%
<b>%9-5 x 5 inc EnMa</b>	88	38.6%	69	44.9%
<b>%9-4 x 5 inc EnMa</b>	88	60.2%	69	62.3%
<b>Attainment 8</b>	88	44.56	69	47.76
<b>Progress 8</b>	88	+0.266	69	-0.013

We are keen to highlight that our focus continues to reduce the gap further during 2019-20, with no gaps exceeding more than 10% in any category for each year group. This is particularly focused on %9-7EnMa and an improvement in Progress 8 for Pupil Premium students overall.

### **Provision for 2019-20**

At Key Stage 4, we have introduced additional provisions to support our students at St Augustine's. Skills such as memory, recall and retention are an issue and many of our students do not know how to revise properly or structure their days in order to maximise their learning. Year 10 and Year 11 will receive specific sessions on how to revise, how to prepare for exams and Key Stage 4. There is also support in place for Work Experience placements for Year 10 students.

We will also launch and distribute the PIXL Maths, English Literature, History and Geography APPs to all of Year 11 and 10. All students are also taking part in the PIXL Wave Initiative which is focusing on English Language, Maths and Science this academic year. This will mean our students will get additional feedback, examiners report and exam practice over the academic year, in addition to two separate mock exams already planned. Targeted students will also be selected to take part in the PIXL Build Up programme, specifically with a focus on Maths and Science at grade 4-5.

Directors of Learning with their SLT line managers will remain key this academic year in tracking and monitoring all students at St Augustine's. At Key Stage 3 and 4, Heads of Department will be given data analysis after each data collection and the SLT member in charge of the Key Stage will direct who the departments vital few students are and then review progress at the next data collection. Clear support mechanisms and overviews have been produced to ensure that there is more consistency and a whole school approach to tracking key students throughout this academic year.

Parent Information Evenings will be delivered for Year 10 and Year 11 during the first half term which will provide information to parents on how best to support their child at Key Stage 4, with an emphasis on ensuring as many pupil premium student parent/carers attend.

Aspirations, direction and focus on engaging students as a year group has been planned this academic year through the use of assemblies, led by Assistant Headteacher of Key Stage 3 and the Deputy Headteacher of Key Stage 4. This has been supplemented by Directors of Learning also taking an active role in using their assembly time to promote the values and ethos of the school.

At Key Stage 3, we have focused more on the quality of intervention for those students in Year 7 who have arrived to St Augustine's not 'school ready' (Below 100 in Reading and Maths). We have continued to implement a reading and literacy programme with the entire Year 7 cohort. We have also identified a withdrawal group of students at Key Stage 3 who receive specific support in our Nurture Group and also in an intervention group for English, Maths and Science.

Teaching staff have also been provided with their 'vital few' students, following each data drop for Key Stage 3 and 4, which is then used to provide targeted, planned support to improve their performance.

Summary Information					
School	St Augustine's CE High School				
Academic Year	2019-20	Total PP budget	£413, 270	Date of most recent PP Review	
Total Number of Pupils	1009	Number of pupils eligible for PP	43.5% 438 students	Date for next internal review of this strategy	September 2020
Current attainment					
	Pupils eligible for PP		National Figures	Pupils not eligible for PP	
Progress 8 Score	-0.013		Not confirmed yet: 0.008	+0.299	
Attainment 8 Score	47.76		Not confirmed yet: 46.87	51.14	
				Not confirmed yet: 46.87	
Barriers to future attainment					
In-School Barriers					
A.	Stretching and challenging the more able, high attaining student throughout the school				
B.	KS3 Levels of Progress, especially Year 9 Pupil Premium students.				

<b>C.</b> Improve the level of Literacy across the whole school.	
<b>D.</b> Students who are not 'school ready' in Year 7 – Identification, intervention and Impact (Alongside Catch Up Fund)	
<b>E.</b> Consistently high-quality teaching and learning by all staff members.	
<b>F.</b> KS4 Levels of progress, especially with in English and Maths, EBAC subjects.	
<b>G.</b> Focus on Progress 8 of Pupil Premium students and Percentage achieving Grade 9-7 in English and Maths	
<b>External Barriers</b>	
<b>H.</b> Attendance rates for pupils eligible for Pupil premium to increase to 95% or more. Less than this reduces their school hours and learning time, causing a decrease in their performance. Deprivation factor of catchment area is high so limited access to quite spaces and internet.	
<b>I.</b> New Curriculum specifications and what a Grade 4, 5, 7 looks like are still challenging.	
<b>Desired Outcomes</b>	
	<b>Success Criteria</b>
<b>A</b>	Stretching and challenging the more able, high attaining student throughout the school
	Pupils eligible for PP identified as high attaining from KS2, Raw Scores must make as much progress as 'other' pupils identified as high attaining. All class teachers and pastoral/subject teams are aware of students and differentiate and support/challenge where necessary to 'teach to the top' and push students to be the best they can be
<b>B</b>	KS3 levels of progress increase, especially Year 9 Pupil Premium Students
	With all subjects teaching Key stage 4 during the summer term of Year 9, closer tracking of PP students will allow for earlier intervention to ensure expected progress is made as a minimum expectation.

B	Improve rates of progress across KS3 and KS4 for all pupils eligible for Pupil Premium.	Gap analysis at each Key Stage after each year group data drop will show an increase in pupil premium performance and a narrowing of the gap with non-pupil premium students across all categories. HODs are clear on their PP students.
C	Improve the level of Literacy across the whole school.	Literacy focus on improving oral literacy with strategies embedded to ensure full sentence answers and speech as rehearsal for writing. Focus on language for literacy as whole school priority and link to reading across subjects and importance of accurate marking for progress (SPAG for example)
D	High levels of progress in Reading and Maths for Year 7 pupils eligible for Pupil Premium. (Link with Catch Up Funding)	Accelerated Reader and Literacy Programme will improve reading ages of all Year 7 students (data to be provided). Data from intervention classes for core subjects to also show impact on levels of progress.
E	Improved use of effective forms of Formative Assessment in order to identify prior knowledge and the learning students have made in lessons. Planning is more effective and targeted. Greater level of challenge and progress made.	Increase knowledge and understanding of students starting points from effective pre-assessment activities. Use of ungraded lesson observations to drive improvement in teaching and learning and assessment. Greater level of 'teaching to the top' observed through learning walks, lesson observations and at discussion level during planned line management meetings.
F	KS4 Levels of progress, especially with in English and Maths, EBAC subjects.	Data regularly shared posy data collections and forms part of analysis with Subject leader and SLT Line Manager for SESAP. Deputy Head in charge of KS4 and PP will focus on sharing key/identified students for targeted intervention and conduct follow up meetings with staff if any concerns raised through data drops. Particular focus on English and Maths cross over students, MFL and Geography (EBAC) and open subject areas.
G	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve to 95% and in line with 'other' pupils. Increased support from Westminster. More referrals to School Nurse or external support services if different form of provision is required.

H	Establish clear guidance and moderation for 9-1 accuracy of predictions.	Confidence intervals in teacher assessment increases and is standardised across the whole department. Supports intervention and informs planning. PIXL resources and updates shared with HODS. Tracking of data collections throughout academic year.			
<b>Planned Expenditure</b>					
<b>Academic Year</b>	2019-20				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved progress of high attaining PP students	Staff training on Stretch and Challenge led by T&L Team. (Linked to Performance Management)	%9-7 grades at GCSE and A Level to be improved as level of progress being made by high attainers from KS2 is not at the same rate.	<ul style="list-style-type: none"> <li>Targeted intervention and ensuring all staff are aware of the high attainers in their classes.</li> <li>CPD and toolkits geared towards Challenge and stretching the more able as a whole school focus.</li> <li>Close monitoring of students and tracking/intervention overseen by SLT I/c of Key Stage 3,4 &amp; 5.</li> </ul>	RK GM EH JK LB	August 2020

<p>Improve rates of progress with all KS3 and KS4 students who are eligible for PP.</p>	<p>Staff training CPD focus on PP.</p>	<p>%9-5, %9-4 and Gap Analysis for all PP students continue to show a gap between PP and Non-PP.</p>	<ul style="list-style-type: none"> <li>• Effective use of data and sharing data with subject leader and director of learning.</li> <li>• Increase in the number of conversations with colleagues to reinforce what is discussed in dept to ensure much more focus and consistency across the school.</li> <li>• Parental information evenings to target additional support for these students at home.</li> <li>• Greater number of opportunities to raise aspirations and deeper thinking skills of KS3/4 students.</li> </ul>	<p>SLT GM EH JK Subject Leaders DOLs</p>	<p>July 2020 for KS3 and Year 10 August 2020 for KS4 Year 11</p>
<p>Improve Literacy across the school.</p>	<p>Whole school literacy (Language for Learning) focus.</p>	<p>Demands placed on students with the reformed GCSE exams requires students to have a greater vocabulary and understanding of language in order to access higher level questions.</p>	<ul style="list-style-type: none"> <li>• Book Looks/CPD to include focus on Language for Learning SPAG will be led by Assistant Headteacher.</li> <li>• Targeted Intervention for Catch Up students in Year 7</li> <li>• Accelerated reader programme for Year 7</li> <li>• Word Walls</li> </ul>	<p>JK</p>	<p>July 2020</p>

High levels of progress of Students who are not school ready for Reading and Maths.	Implementation of Accelerated Reader and Literacy Programme, Nurture Group and Intervention groups in core subjects.	Components of Reading have been identified as area of weakness in Year 7 from KS2 Raw Scores.	<ul style="list-style-type: none"> <li>Assistant Headteacher oversees the Reading project and Deputy Headteachers line manage all of the core subjects.</li> <li>Deputy Head has designed curriculum model for nurture group and intervention groups in core subjects to be timetabled.</li> </ul>	DC GB RK JK PT Core HODs	July 2020
Improved rates of progress of students at KS4.	Targeted and personalised intervention	Students are targeted according to their data for subject intervention – both in class and OOHL (Period 6 and holidays)	<ul style="list-style-type: none"> <li>Deputy Headteacher i/c of KS4, with the Director of Learning, will ensure that intervention timetables are issued in partnership with HODs to maximise impact.</li> <li>Discussions with HODs after each data drop to inform next steps and SESAP evaluations</li> </ul>	RK SA HODs	Every half term to update intervention lists and measure progress after each data drop.
Improved rates of progress of students at KS3	Targeted and personalised intervention	Students are targeted according to their data for subject intervention. Earlier identification will support progress being made and misconceptions.	<ul style="list-style-type: none"> <li>Assistant Headteacher I/c of KS3 will ensure progress is monitored and shared regularly with HODs.</li> <li>Discussions with HODs after each data drop.</li> </ul>	LB JK KS3 leads	After every data drop cycle.

Early identification of high attaining PP students to design bespoke KS5 offer and target for 9-7/A*/A grades.	High Flyers Programme for identified PP students in Year 11	Ensure a higher proportion of our PP High Attainers are supported and challenged. Higher proportion of these students continue into St Augustine's 6th Form.	<ul style="list-style-type: none"> <li>Deputy Headteacher in charge of KS4 to liaise with EH on Programme for identified students, including parental evening. RK to produce A*/9-7 materials for core subjects as supplementary work via PIXL.</li> </ul>	RK EH	February 2020
Increase in aspirations of PP students	Build ethos and direction of students/opportunity available to them in order to develop full rounded students.	Evidence is that PP students are often not encouraged to pursue Post 18 study with many becoming the first to go to University. More aspiration and motivation would result in harder working students and an increase in the number of students wanting to achieve.	<ul style="list-style-type: none"> <li>Assembly rota to ensure clear focus, direction and shared vision is accessible by all.</li> <li>Assemblies at KS3 to mirror this, led by DOL.</li> <li>Opportunities through PSHCE/WRL to broaden careers advice and guidance with clear pathways on how to reach goals.</li> </ul>	LB JK RK SA AW CP	July 2020
Parent Toolkits on how best to support their children for Year 9, 10 and 11.	Information provided is accessible for all parents and delivered to support and engage.	Evidence suggests that the more supportive and involved a parent/carer is with their child's education, the better the outcome.	<ul style="list-style-type: none"> <li>Deputy Headteacher i/c KS4 oversees delivery with HOH for Key Stage 4 students. Assistant Headteacher i/c KS3 oversees delivery for Key Stage 3 students.</li> </ul>	RKE SA JK SN	September 2019
Increase use of technology in Year 11 with revision tools and online revision platforms	PIXL Maths, English Lit, History and Geography App or students. Senaca Learning and	Evidence suggests that access and use of digital learning gain add 4 months/moderate learning gain. If used as a supplement rather than a	<ul style="list-style-type: none"> <li>Deputy Headteacher to launch with students in assemblies and develops use of the App with HOD English, Maths, History and Geography.</li> </ul>	RK SA HODs	January 2020 – Year 11 July 2020 – Year 10

	PIXL Build Up	replacement for teaching, evidence suggests it can support students to work harder for longer to improve their learning.	<ul style="list-style-type: none"><li>• Possibly use as part of the intervention sessions.</li><li>• Launch at Parents Evening and Parent Information Evening.</li></ul>		
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