



Pupil Premium Strategy Statement

Approved by:	Governing Body	Date: January 2023
Last reviewed on:	November 2022	
Next review due by:	November 2023	



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Augustine's CE High School
Number of pupils in school	1046
Proportion (%) of pupil premium eligible pupils	45.56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Eugene Moriarty, Headteacher
Pupil premium lead	Rachel Kelly, Deputy Headteacher
Governor / Trustee lead	Fr. Amos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£392,030
Recovery premium funding allocation this academic year	£116,066
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	£508,096



Part A: Pupil premium strategy plan

Statement of intent

St Augustine's CE High School is committed to providing a safe and secure learning environment for all our community and promoting a culture where no child will ever feel disadvantaged or left behind due to deprivation. Our school's foundations are built on our shared Christian Values of Inclusion, Courage, Joy, Perseverance, Kindness, Integrity, Curiosity, Respect and Wisdom. We will make it our mission to ensure that every child that is educated and a part of our community at St Augustine's will have equal access to develop and grow these values, as well as being the 'best they can be.'

St Augustine's currently has a Pupil Premium figure above national average, although it is difficult at times to target specifically Pupil Premium students separately due to other contextual deprivation indicators. St Augustine's overall PP figure is 45.56% for 2022-23 compared with 26.5% nationally (2022) for state funded secondary schools. The Pupil Premium figures vary by year group, with Year 7 and Year 8 having the highest percentage of Pupil Premium in those cohorts. This is a significant shift, as our Pupil Premium cohorts were on a declining trend but are now increasing since the Pandemic. This reflects both in our community deprivation factor and the real struggles our families are sharing with us. 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.

Our intention is that all pupils, irrespective of their background, prior ability level or social, emotional and educational need, or the challenges they face within our context, make outstanding progress and achieve high attainments across the whole curriculum. High quality first teaching is at the heart of our approach, with specific focuses on strategies on a whole school level to personalised support. This approach has the greatest impact on closing the disadvantaged attainment gap.

Our intended outcomes detailed below are designed to allow for sustained and improved progress for all students. Our whole school strategy is also underpinned by our recovery curriculum to ensure that those pupils whose education has been worst affected, including those who are disadvantaged, are supported and challenged in order to reverse the national gap caused by the Pandemic.

Our approach will be responsive and supportive to the challenged and individual needs, rooted in diagnostic assessment, not assumptions about the impact of the Pandemic. We are a Trauma Informed School, so we have adopted a curiosity amongst our staff community to ensure that we continuously ask ourselves what else we can do to support and intervene positively. As we returned to some aspects of normality following covid restrictions, we will also be looking at two main areas with our pupil premium students.

- Addressing the gaps and the aspects of school life that many of the students have missed out on
- The mental well-being of our students.



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Challenges

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

Challenge number	Detail of challenge
1 (Quality First Teaching)	Revisit our whole school approach to Quality First Teaching to address the return to classroom teaching, to diagnose the gaps and to re-establish learning. To introduce a 'Do Now' activity to support students with routines, expectations and to engage with their learning quickly. To also plan for a full return to formal exams with all elements of the specification being assessed.
2 (Reading)	<p>Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</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. The lack of opportunities to also read for both pleasure and aloud as part of a lesson were also severely disrupted during the Pandemic.</p>
3 (Well-Being and Mental Health)	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many 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.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in MFL/PE/Drama and Music where opportunities for a greater level of involvement and access were severely restricted both during the Pandemic and Lockdown, but also in the initial return and bubbles/less access to specialist classrooms. We continue to offer and deliver a full curriculum and value the creative subjects as much as our core academic subjects.</p>
4 (Trauma Informed School)	Our observations suggest many lower attaining disadvantaged pupils lack meta-cognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. Becoming a Trauma Informed School has ensured that we are addressing self-regulation techniques with our students as a whole school in order to ensure they can learn. Research supports that if a child is not regulated, does not feel safe and does not have positive, trusting relationships, then any aspects of learning will be impacted on negatively.
5 (Mental Health Support)	<p>Our assessments (including wellbeing survey), 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. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. We currently have more than 30% of our entire cohort who have been identified as having experienced or are currently going through a level of trauma identified by various Adverse Childhood Experiences (A.C.E). We have also over 60 EHCP students and several students currently seeing Child Well-being practitioners,</p>



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	our on-site counsellors or are seeing/on waiting lists for CAHMS. We would highlight that current waiting lists for CAMHS particularly in Brent is over 300 students, so the need in Westminster/Brent is extremely high for student mental health support and does not have the capacity or a low enough threshold to accommodate and meet the needs of our students.
6 (Attendance)	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 0.73-2.3% lower than for non-disadvantaged pupils. This includes the pandemic and the impact of isolation periods and positive cases/test and trace. 2022-23 is currently showing our smallest attendance gap between disadvantaged and non-disadvantage in the last 5 years with a 0.7% gap.</p> <p>We are currently in line with 2022-23 with regards to our current gap for PA students and the gap between Pupil Premium and Non-Pupil Premium students is 0.5%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and we have strategies and support in place.</p>

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.	By the end of our current plan in 2024/25, a higher percentage of our disadvantaged pupils achieve Grades 9-5 in English and Maths, plus 3 other subjects to ensure wider access to post-16 choices and pathways.
Improved reading comprehension among disadvantaged pupils across KS3.	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. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Recognition of a Lead Trauma Informed School within London to ensure that barriers to learning for any pupil are recognised and removed.</p> <p>Quality First Teaching is fully embedded and regularly monitored and reviewed. This will ensure skills and knowledge are sequenced and developed over time, in order to ensure all students progress.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Decrease in the number of referrals for specific mental health support or child well-being practitioners, especially post Covid and as



	we move further away from the pandemic/or are more efficient at supporting during any future lockdowns or periods of isolation/new variants.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.3%. the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.

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: **£276,389**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 6
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	2
<p>Quality First Teaching as a whole school priority involves members of the senior leadership team receiving and delivering training and support to staff, specifically focusing on feedback.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 3, 4, 5 and 6
<p>Opportunities for staff professional development.</p>	<p>Effective professional development for staff is underpinned by the evidence published by the EEF:</p> <p>https://educationendowmentfoundation.org.uk</p>	1, 2, 3, 4, and 6



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	k/education-evidence/guidance-reports/effective-professional-development	
Recruitment of additional school counselling services to meet the demand of our student's mental health needs.	https://www.bacp.co.uk/news/campaigns/school-counselling/	5

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

Budgeted cost: **£96,538**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of reading strategy to promote a love of reading and raise reading ages of students, including full time library and literacy focused lessons.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Resources for all students to ensure access for all, both in and out of school.	In addition to the targeted assignment of DFE laptops to our students, all students in Key Stage 4 have been given revision guides and every student has a mini whiteboard and pen, access to our Sound-field system. Mini whiteboards have been allocated as class sets to every classroom too and flash cards for Year 10 and 11 students.	1, 3, 4 and 6
Tutoring	Targeted students in Year 10 and Year 11 are receiving 12 x online tutoring sessions via the NTP. 30 x Year 11 students are receiving English and Maths tuition (100% are PP) and 15 students in Year 10 are also receiving Maths's tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3, 4 and 6



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

Budgeted cost: £135,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6
<p>Becoming a lead Trauma Informed School in London.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Evidence to support:</p> <p>https://traumainformedschools.co.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4, 5 and 6
<p>Recruitment of additional school counselling services to meet the demand of our student's mental health needs.</p>	<p>https://www.bacp.co.uk/news/campaigns/school-counselling/</p> <p>1 full time counsellor and 2 part-time counsellors are now on site. We have also supplemented our provision by a key worker from the NHS Mental Health Practitioner Team and CWP.</p>	5
<p>Additional intensive support for targeted individuals using our A.R.C (Additional Regulation Centre) and L.S.C (Learning Support Centre) which are all short-term provisions and interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 3, 4 and 6



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	<p>In addition to our A.R.C and L.S.C, we also have a place at W.E.C and have introduced the West London Zone Partnership into St Augustine's to have a dedicated member of staff to work with 30 x identified Key Stage 3 students for 2 years.</p>	
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Total budgeted cost:

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.30 . For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 4.89. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. Nationally, this means the progress gap was 0.7, whereas at St Augustine's, we measured -0.33 .

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was 0.03, and the Attainment 8 score was 5.39. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the



additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. Our focus for 2022-23 needs to not only include the headline measures but we will be looking at how many of our students met or exceed their FFT20 target this academic year. This has had an impact on our progress score (not the majority of our headline measures), and we have included this as part of our PMR process.

EBacc entry for disadvantaged pupils was 30.9%, which is a 50% increase on 2020-21.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence also higher. We recognise that although the gap for unauthorised absence, and persistent absentee numbers have grown nationally between disadvantaged and non-disadvantaged students, raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., Student Leadership Activities, including the Charity committee, student well-being committee, eco-committee, school council etc.) Disadvantaged pupils will be encouraged and supported to participate.
- building on our ethos and values as a school to re-establish our community and what our school stands for. Reintroduction of our ethos and values award badge and collective worship to reinforce our identity and sense of community.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.



We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, survey outcomes, 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 school like ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies 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 also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our 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.



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