

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Catholic High School and Sixth Form
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	Annually
Statement authorised by	Mr F O'Connor
Pupil premium lead	Mr D Gariff
Governor / Trustee lead	Mrs V Wells

Funding overview

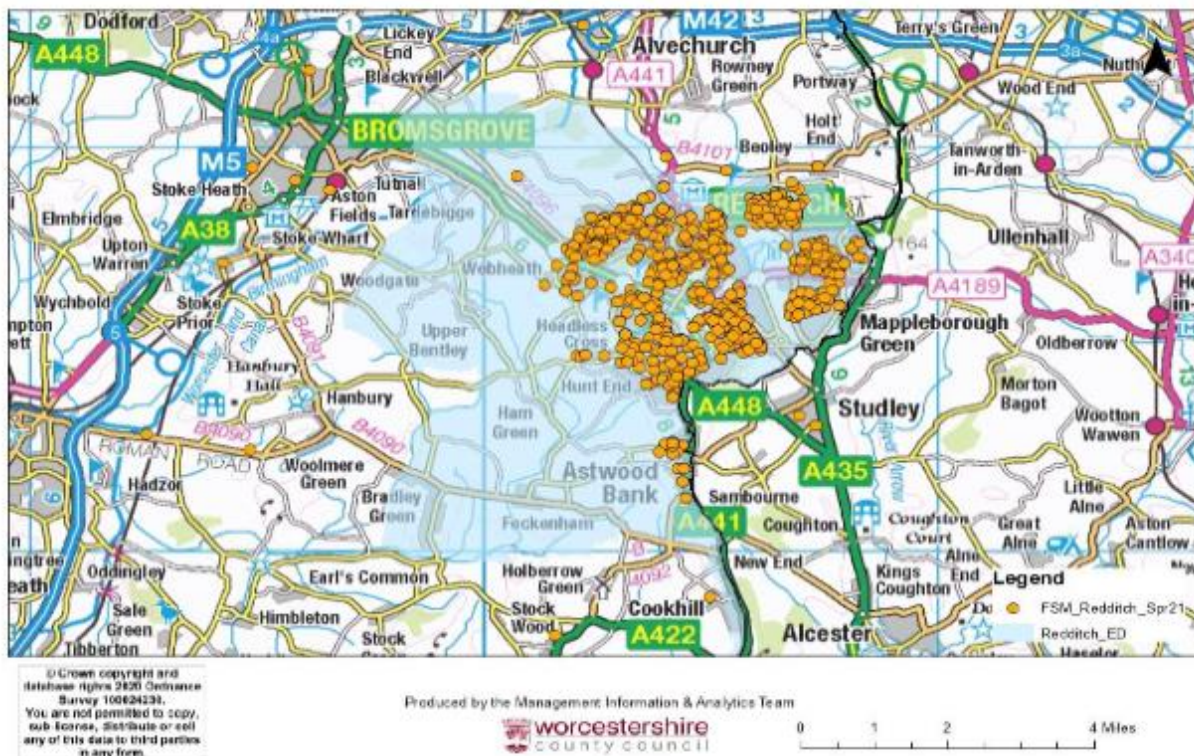
Detail	Amount
Pupil premium funding allocation this academic year	£91605
Recovery premium funding allocation this academic year	£15390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106995

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from developing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Ultimate objectives for disadvantaged pupils at St Augustine’s Catholic High School and Sixth Form



St Augustine’s Catholic High School serves the Bromsgrove and Redditch area and although the disadvantaged pupils are generally centred around the deprived wards it is our moral purpose to ensure that they develop the same confidence, resilience and aspirations as their peers. Our objectives are

- that engagement of disadvantaged pupils and their parents is in line with that of non-disadvantaged pupils

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils who attend St Augustine’s Catholic High School
- to ensure that disadvantaged have positive destinations in line with non-disadvantaged pupils, including access to our Sixth Form

How our current pupil premium strategy plan works towards achieving those objectives

Developing programmes to support social skills and self-esteem from transition from Year 8 to Year 9 to further education or employment.

- Attendance related support structures and initiatives.
- Mentoring, counselling and emotional support for students, in order to raise aspirations and remove barriers to success.
- Funding school events that may otherwise not be accessible to students due to cost.
- Developing transition to higher and further education establishments to encourage learning for life.
- Small group intervention in English, Mathematics and other subjects.
- Additional revision sessions, revision guides and other resources that will help with progress.
- Literacy Programmes which will allow rapid progress and increased confidence.
- Additional EAL support and resources.
- Training for staff on how to ensure the success of these students and remove any barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Attendance issues and supporting parents with these (many parents leave the house for service jobs)
2	Student and parental engagement
3	Chaotic family lives and Social Service involvement
4	Low aspirations
5	Low attainment and reading on entry hinders progress
6	Misconceptions / lack of challenge

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
<i>Progress in English</i>	Above 0.5
Progress in Maths	Above 0.5
P8	Above 0.5
Destinations	No students to leave St Augustine's without a positive destination in education, employment or training and similar proportion attending Sixth Form compared to non-disadvantaged
Attendance	Significantly above the national average

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: £ 35K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of Lead teacher of Maths</i> £15K	Highly skilled maths lead to develop numeracy in own class, mentor others in the maths Dept and develop a whole school numeracy project with Y12 mentors. EEF research indicates that Peer tutoring have very high impact for low cost base	1,5
<i>Retention of Associate Assistant Principal in English to drive effective CPD for staff</i> £6K	Member of staff to have responsibility for driving through and monitoring change for feedback and metacognition. EEF research indicates that this is very low cost for high impact	2,6
<i>Reading programme – Bedrock Learning</i> £5,500	A reading programme to support the large number of students coming into the school with a lower than chronological age. EEF research indicates that Reading Comprehension Strategies have very high impact for low-cost base	5
<i>Staff CPD on Metacognition and feedback</i>	The school to develop a common format to be shared with parents to identify key areas for improvement, actions with support and retesting in all years. VESPA programme to be rolled out through Y9-11 EEF research indicates that Metacognition, self-regulation and feedback have very high impact for low cost base	5,6
<i>Graduate Coaches x 10%</i> £6268.50	Recruitment of 3 graduate coaches allows specialist staff to focus on the needs of key students within lessons ensuring quality first teaching	6
<i>Homework packages to support learning</i>	EEF research on homework shows very high impact for little cost	2,5,6

<p><i>Classcharts £1000</i></p> <p><i>Senica £1000</i></p> <p><i>MyMaths £1000</i></p> <p><i>GCSE pod £5000</i></p> <p><i>Homework transition projects £NA</i></p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition in Y11 English and Maths £7K</i>	EEF research on one to one and small group tutoring shows high impact for moderate cost	6
<i>Saturday and Holiday tutoring sessions to be offered in all subjects on a rolling basis and in Maths and English on a weekly basis £15K from NCT and £10K from school</i>	EEF research on one to one and small group tutoring shows high impact for moderate cost	6

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

Budgeted cost: £ 48K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Attendance officer £22,687</i>	<p>Improve overall attainment of Pupil Premium students. Pupil Premium students in line with Whole School target of 96%.</p> <p>EEF research indicates moderate impact for low cost for parental engagement</p>	1,2,4

<i>Safeguarding and LAC lead</i> £2,877	Increase attendance of CLA and provide support. Attendance reaches 96% and student achieves in line with other students EEF research indicates moderate impact for low cost for parental engagement	1,2,3,4
<i>Mental Health and Family support worker</i> £2,261	Support students and families of those with anxiety. Attendance reaches school target of 97% EEF research indicates moderate impact for low cost for parental engagement	1,2,3,4
<i>Staff Training on Thrive</i>	Develop an understanding of the issues that students face. The current year group have 22 students who have parental bereavement and need support	1,2,3,4
<i>Minibus driver</i> Circa £3000	Improving attendance of students	1,2,3
<i>Additional posts to be created as Assistant Head of Year to drive 'Aspire to Achieve' programmes</i> 3x £1000	EEF research is unclear based on insufficient evidence. Current 'Aspire to Achieve' programmes run with groups of 6-8 students linking career trips and mentoring to attendance and future goals. Attendance and progress has shown significant improvement over previous three years	1,4 and 5
<i>Applica</i> £1000	EEF research is unclear on aspiration interventions based on insufficient evidence. The school record of no NEETs for three years is significant	2,4
<i>Careers lead</i> £2,500.00	To provide careers information, advice and guidance so that all students choose correct pathways. No students classified as NEET (Not in Education, Employment or Training)	2,4
<i>Aspirational Sixth Form offer for all</i>	Develop foundation pathway to enable all ability students to access Sixth Form. Outcome is that the Sixth Form profile of most disadvantaged will represent main school profile	4
<i>Student Support worker - Sixth Form</i>	Offer specific Post 16 advice. No NEETs for Pupil Premium students. Monitor Pupil Premium intervention	2,4

£2,368	in English and Mathematics. Mentor and Support. Increase the number of Pupil Premium students in the Sixth Form.	
Assistant Headteacher for Pastoral £7,259	Increase attendance, behaviour and enjoyment of Pupil Premium students. Attendance to be 97%. Reduction in FTE	1,2
Engagement Duke of Edinburgh and the Challenge £1000	All students to participate in 'The Challenge' on entry to the school and participate in Duke of Edinburgh Award	2,4
<i>Sixth Form mentoring programme</i> £NA	Mentoring programme set up as part of students 'Giving Back' time – each sixth form student gives back 2-3 hrs to the community. EEF research into peer mentoring shows high impact for little cost	4,6

Total budgeted cost: £ 115K

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.

For previous three years the school has ensured that all students leave and enter into either education, training or employment. The outcomes of pupil premium students include:		
Note – still awaiting results		
Cohort Summary		
Measure	Total	Shadow Data
Cohort of pupil premium students	31	27
Attainment/Progress 8 Summary		
Measure	Total	Shadow Data
Average Total Attainment 8	38.81	44.31
Average Attainment 8 Grade	3.88	4.43
Average KS2 Prior Attainment	99.4	100
Average Total Progress 8	-0.25	0.18
Pupils Included (Progress 8 Coverage)	31	27
Pupils with Adjusted Progress 8 Scores	4?	0?
Positive Progress 8		
Measure	Total	Shadow Data
Pupils achieving a Positive Overall Progress 8 score	15 – 48%	15 – 56%
Pupils achieving a Positive Progress 8 score in ALL 4 baskets	6 - 19%	6 – 22%
Pupils achieving a Positive Progress 8 score in English	17 – 55%	17 – 63%
Pupils achieving a Positive Progress 8 score in Maths	10 – 32%	10 – 37%
Pupils achieving a Positive Progress 8 score in EBacc	13 – 42%	13 – 48%

Pupils achieving a Positive Progress 8 score in Open	16 – 52%	16 – 59%
Basics 9-5		
Measure	Total	Shadow Data
Students Achieving 9-5 in English and Maths	11 – 35%	11 – 41%
Students Achieving 9-5 in English	15 – 48%	15 – 56%
Students Achieving 9-5 in Maths	11 – 35%	11 – 41%
Basics 9-4		
Measure	Total	Shadow Data
Students Achieving 9-4 in English and Maths	15 – 48%	15 – 56%
Students Achieving 9-4 in English	20 - 65%	20 – 74%
Students Achieving 9-4 in Maths	15 – 48%	15 – 56%
KS4 Results		
Measure	Total	Shadow Data
Students achieving 5 Standard Passes	12 – 39%	12 – 44%
Students taking Combined Science	27 – 87%	27 – 100%
Students entered and achieving 99-44 in Combined Science	14 – 45%	14 – 52%
Students entered and achieving 99-55 in Combined Science	8 – 26%	8 – 30%
Students entered and achieving 99-77 in Combined Science	2 – 6%	2 – 7%
Attainment/Progress 8 – English Lang		
Measure	Total	Shadow Data
Average English Attainment 8 Grade	4.53	4.85
Average English Progress 8	-0.12	0.33
Attainment/Progress 8 - Maths		
Measure	Total	Shadow Data
Average Maths Attainment 8 Grade	3.89	4.00
Average Maths Progress 8	-0.37	-0.02

Progress 8 – Ebacc / Open		
Measure	Total	Shadow Data
EBacc P8	-0.33	0.07
2 entered for EBacc from PP 6% of full cohort, 7% of shadow data.		
Open P8	-0.18	0.31

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA – the school had no service children
What was the impact of that spending on service pupil premium eligible pupils?	