

## Pupil Premium Statement- St Augustine's RCHS

**Mission Statement:** At Saint Augustine's we believe that every person is made and loved by God. This is why we respect one another. Within our school community our young people will learn to act justly, love tenderly and recognise God in their lives. Our school helps families to educate their children in accordance with the principles and teachings of the Catholic Church in an environment which inspires, encourages and supports the development of our pupils through nurturing their gifts and talents. Our school community will keep alive the memory of Jesus through the Eucharist and through the practice of our Faith. We want everyone at Saint Augustine's to experience the joy of the Gospel in their journey through school and beyond. Together we will work to make a difference in our community and in the wider world. We follow the example of Saint Augustine by stepping out in faith and celebrating our reasons for living and hoping.

We are determined that every pupil will reach their full potential and the provision of the Pupil Premium to help close the gap in life chances between the most advantaged and the most disadvantaged members of our community fits well with our ethos.

In the financial year 2016/2017 the additional funding was spent in the following ways:

<b>Pupil Premium Income</b>	<b>£115,990</b>
<b>Expenditure</b>	
Counsellor	£24,000
Mentoring	£18,000
Peer Mentoring	£3,100
Uniforms/Shoes for various children	£100
Lunchtime Clubs including Homework Club	£6,200
Motivational Speaker	£800
Payment for Trips	£3,000
Online coaching	£1,200
Lunch Subsidy (FSM)	£2,600
TA support for PP pupils	£4,000
Careers Advice and Guidance for FSM (Y9-11)	£2,500
Paired Reading	£500
Pupil Support Room	£14,000
School-wide improvements*	£35,990
<b>Total planned expenditure</b>	<b>£115,990</b>

\*School-wide improvements include the employment of additional teaching and non-teaching staff to reduce class sizes and to fund developments in teaching and learning, including specific work on strategies to improve teaching SEN pupils, differentiation and the management of behaviour. Much of this work is supported by the school's Teaching and Learning Group. Benefits of these strategies are not solely seen by pupils eligible for Pupil Premium funding. School wide strategies that form part of the school development plan include high quality assessment and marking, high quality home learning with timely and specific feedback, a focus on mastery learning with regular testing to prepare for the more rigorous testing of new specification GCSEs and Personal Learning and Thinking Skills for Y7-9.

## Evaluation of Strategies Employed

<b>Counsellor</b>	<p>The school counsellor provides a service for children referred for additional support via the pastoral system or through a process of self-referral. The impact of counselling was assessed via feedback from pupils who valued access to the school counsellor in Year 11; "In terms of emotional support, the pupil support team, my year leader and the school counsellor were incredibly helpful, and were always available if I needed to talk to them about anything,. Overall, the support I received from the school was absolutely brilliant, and I fully believe that without it, I would have left school before year 11 with no qualifications." (Y11 pupil – exit interview)</p>
<b>Mentoring</b>	<p>Mentoring provides access to individual teachers / support staff for PP pupils, mostly during registration times, with occasional lunchtime and after school sessions. The focus for 2016/17 was English and Maths with the Curriculum Leaders for these subjects meeting with targeted groups / individuals three times per week. The impact of this strategy appears to be positive with Maths PP Progress 8 score of -0.06 and an English PP P8 score of -0.23 against an overall PP P8 of -0.46, indicating that while performance is below average, it is better in those subjects where mentoring resources were applied.</p>
<b>Peer Mentoring / paired Reading</b>	<p>Peer mentoring operates via a paired Reading scheme which is led by Year 9 pupils with Year 7 pupils being mentored. Evidence from recent years shows an increase in reading ages and confidence with those pupils on the programme.</p>
<b>Uniforms/Shoes for various children</b>	<p>While there is no evidence that outcomes are enhanced by the provision of uniform, funds are made available for hardship cases.</p>
<b>Lunchtime clubs and after school home learning club</b>	<p>Lunchtime and after-school clubs are aimed at providing support and encouragement for PP pupils in a purposeful environment with activities aimed at impacting on attainment. A member of staff supports the sessions and feedback from Y11 exit interviews has been generally positive; "I valued supported study after school at the beginning of year 11." "All support helped, including that afterschool study club and targeted revision – school couldn't have done more". However, there were some suggestions for improvements; "Found it [attendance at study club] difficult as conflicted by clashes between subjects." "A few people wanted to attend revision classes but couldn't get home, maybe offer the minibus, all pay £1 to get back home"</p>
<b>Motivational Speaker</b>	<p>Feedback from pupils after the motivational speech (Joy Marsden) was very positive and many expressed that the timing of the speech around Mock Results helped to focus them on the year ahead.</p>
<b>Payment for Trips</b>	<p>Funding allows pupils to access a subsidy for various trips to enhance understanding of the subjects covered. Many of the trips promote active/outdoor learning and/or collaborative learning for which there is substantial evidence of improved performance.</p>
<b>Online coaching</b>	<p>Feedback from pupils with regard to online coaching / materials is variable and there is insufficient data to support expenditure on this support in future. A shift to Office 365 Classroom Tools is being implemented across the school.</p>

<b>TA support for PP pupils</b>	Teaching assistants are provided with high quality training and work with teachers to support individual pupils and small groups.
<b>Careers Advice and Guidance for FSM (Y9-11)</b>	PP pupils are provided with early careers interviews and younger pupils are also given appointments to help to bridge the gap between aspirations and the requirements of career progression. Feedback from pupils is positive and outcomes for PP pupils are strong in terms of destination data.
<b>Pupil Support Room</b>	<p>The Pupil Support Room provides a service for children referred for additional support via the pastoral system. In 2016/17 xx pupils with PP eligibility accessed support from PSR on issues including organisation support, anger management, exam stress and social and emotional support.</p> <p>The impact of PSR was assessed via Year 11 exit interviews; “the student support department was something I used very regularly, and made it much easier for me to attend school, as it improved my attendance massively by allowing me to complete my work in a quiet area outside of class, which meant the anxiety I felt around being in lessons was reduced significantly”</p>

## Planned Expenditure for 2017/18

<b>Pupil Premium Income</b>	<b>£128,505</b>
<b>Expenditure</b>	
Counsellor	£19,500
Mentoring	£22,000
Peer Mentoring / Paired Reading	£4,500
Uniforms/Shoes for various children	£100
Lunchtime Clubs including Homework Club	£4,800
Motivational Speaker	£650
Payment for Trips	£2,000
Lunch Subsidy (FSM)	£2,000
TA support for PP pupils	£8,000
Careers Advice and Guidance for FSM (Y9-11)	£2,500
Transport supporting after school activities	£5,000
Pupil Support Room	£15,000
Revision resources for Y11	£2,000
School-wide improvements*	£40,455
<b>Total expenditure</b>	<b>£128,505</b>

## Rationale for Expenditure

The school has considered recent feedback from stakeholders as well as evidence from the Sutton Trust EEF Toolkit to inform spending priorities for the academic year 2017/18.

Strategy	Cost	Details	EEF Reference (months benefit)
Counsellor	£19,500	Full time counsellor employed by school	Social and emotional learning +4
Mentoring	£22,000	Year 11 pupils seen by key staff every morning	Mentoring +1
Peer Mentoring / Paired Reading	£4,500	Year 7 and 9 pupils involved in paired reading programme	Peer Tutoring +5
Uniforms/Shoes for various children	£100	Essential items purchased in emergency	School Uniform 0
Lunchtime Clubs including Homework Club	£4,800	Predominantly focussed on Year 11 but open to other years. PP given priority.	Extending school time +2
Motivational Speaker	£650	Part of Mock Results Day	Aspirational intervention 0
Payment for Trips	£2,000	Subsidies for PP pupils to attend additional trips / activities	Outdoor Learning +4
Lunch Subsidy (FSM)	£2,000	Additional provision (breakfast, refreshments etc.)	Extending school time +2
TA support for PP pupils	£8,000	Contribution to supporting PP pupils	Teaching assistants +1
Careers Advice and Guidance for FSM (Y9-11)	£2,500	Individual appointments for Y8-11	Aspirational intervention 0
Transport supporting after school activities	£5,000	Minibus / taxi costs to allow PP pupils to attend after-school and holiday sessions	Extending school time +2
Pupil Support Room	£15,000	Contribution to staffing	Social and emotional learning +4
Revision resources for Y11	£2,000	Purchase of books / revision materials	n/a
School-wide improvements	£40,455	Reduced class size, Fresh Start phonics, marking and feedback, mastery and PLTS	Various

## Impact

The GCSE results for summer 2017 showed that PP spending did not make sufficient impact on the progress and attainment of the PP group compared to the non-PP group, with a wider gap than in previous years. The breakdown of the performance is below.

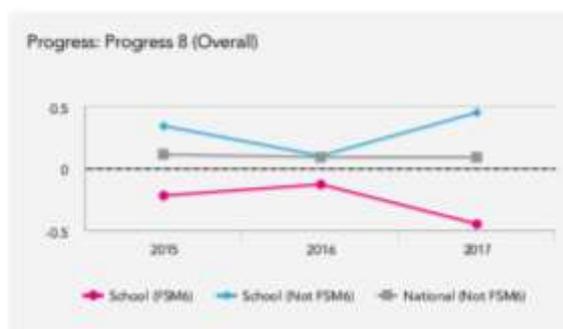
	Pupil Premium	Non-Pupil Premium
<b>P8 Total</b>	-0.43	0.37
<b>P8 Maths Element</b>	-0.06	0.44
<b>P8 English Element</b>	-0.23	0.33
<b>P8 Ebacc Element</b>	-0.64	0.37
<b>P8 Open Element</b>	-0.60	0.25

The performance in Maths and English GCSE was stronger than the Ebacc and Open elements which reflects the priority given to the core subjects in mentoring and GCSE preparation. The curriculum offer for 2017/18 via the options process will see more PP pupils having full coverage of Ebacc and fuller “buckets” in the Open element due to fewer PP pupils following Level 1 vocational courses this year.

The table below identifies that the gains seen in narrowing the gaps in attainment and progress in 2016 were not maintained in 2017 with a wider gap in both areas.

### Disadvantaged pupils

#### KS4 Performance for disadvantaged pupils 2017



Cohort information	No. PP	Mean Core KS2 Points	P8	A8
<b>2015</b>	20	26.1	-0.22	3.3
<b>2016</b>	25	27.7	-0.19	4.5
<b>2017</b>	20	26.3	-0.43	3.5