

Pupil Premium Strategy Statement – St Augustine’s 20/21

School overview

Metric	Data
School name	St Augustine’s RC High School, Billington
Pupils in school	1086
Proportion of disadvantaged pupils	172 15.8%
Pupil premium allocation this academic year	£157,565 (updated Jan 2021)
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	November 2020
Review date	November 2021
Statement authorised by	Michael Wright
Pupil premium lead	Lindsay Bleazard
Governor lead	Chair of Governors

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.22
Ebacc entry	25%
Attainment 8	43.09
% Grade 5+ in English and maths	29%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To close the gap between PP and non PP. Improve on -0.22, aiming for at least 0.	Results 2021-23
Attainment 8	Achieve national average for attainment for all pupils	Results 2021-23
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Results 2021-23
Other	Improve attendance so that the gap between disadvantaged and non disadvantaged pupils decreases.	Results 2021-23
Ebacc entry	Ensure that pupils are encouraged to choose the right pathway for their ability.	Results 2021-23

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment, retention and professional development of high quality staff to ensure all pupils receive quality first teaching in the classroom.
Priority 2	To ensure all PP are given targeted support and opportunities to be able to complete their homework, remote learning and classwork via technology and equipment.
Priority 3	Personalised support and intervention for underachieving pupils at KS3 and 4.
Priority 4	Monitor the movement of pupils within sets and movement between sets.
Priority 5	Develop primary links to understand KS2 Curriculum for Maths, English and Science. Deferred due to COVID restrictions.
Barriers to learning these priorities address	Pupils eligible for PP do not have the same access to technology and support
Projected spending	£60,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that all PP are given targeted support and opportunities to be able to attend after school study/revision via dedicated transport.
Priority 2	Implementation of the new assessment system to ensure that engagement, progress and application are regularly monitored to speed up interventions.
Priority 3	Literacy and numeracy interventions during form time delivered by CL's for Maths and English targeting underachieving pupils.
Priority 4	Targeted waves and tiers of support based on need through SEND support.
Priority 5	To ensure there is an understanding and analysis of the strengths and areas for development to ensure PP pupils are supported where there is a need.
Barriers to learning these priorities address	Some of our PP pupils are affected by social, emotional and behavioural needs externally which has a detrimental impact on their learning and access to home learning.
Projected spending	£75,565

Wider strategies for current academic year

Measure	Activity
Priority 1	PSR support and school counsellor support through group sessions or 1-1 sessions.
Priority 2	PP to be aspirational and have support in making informed choices for their next steps. Prioritised Careers Interviews. New Be Ready programme for KS3 and 4.
Priority 3	To improve rates of attendance for PP pupils.
Priority 4	To promote a sense of belonging and achievement through celebrating successes and awarding responsibility (extra curricular, leadership roles, reward points, contact home and reward assemblies).
Priority 5	Access to breakfast where needed.
Barriers to learning these priorities address	Low self esteem, resilience, poor organisation and mental health are prevalent in PP pupils. Attendance rates are lower for PP than non PP pupils and therefore the number of contact hours is less than that of their peers.
Projected spending	£22,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>A wide range of CPD is available and can be personalised to empower staff in identifying their needs.</p> <p>Ensuring all staff are aware of the remit behind PP and the difficulties they face.</p> <p>Ensure that staff target pupils who require support and intervention.</p> <p>Staff to have high expectations of all pupils and support given if pupils need to improve their attitude to learning.</p>	<p>Use of INSET days and voluntary CPD linked to T & L priorities.</p> <p>Core (Maths and English) CL's not to have responsibility of a class in form time to ensure availability for high level intervention.</p> <p>AYL's to target PP pupils in form time especially for academic and behaviour underachievement.</p>
Targeted support	<p>Ensuring where PP pupils need it, there is access to PSR, SEND, school counsellor support.</p> <p>Small group/1-1 sessions with an experienced member of teaching staff to motivate, inspire and mentor under achievers (at both Keys stages)</p>	<p>Non-teaching PSR, SEND and school counsellor support available.</p> <p>A member of teaching staff with dedicated time for under achieving pupils.</p>
Wider strategies	<p>Engaging pupils with making the right choices for what they will do post-16.</p>	<p>Working closely with local employers, training and education providers so that pupils can make informed choices.</p>

Review: last year's aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Not achieved – one percentage point below top quartile
Achieve national average for attainment for disadvantaged pupils	Achieved
Achieve average English and maths 5+ scores for similar schools	Achieved

Aim	Outcome
Consistent and persistent focus on PP pupils in and out of the classroom	<p>Dedicated briefings started for PP awareness pre lockdown.</p> <p>Introduction of PP matrix working document to have an overview of interventions/support in place.</p> <p>Introduction of a provision map to identify support in place and any gaps for PP pupils.</p> <p>Set moves monitored to ensure support is in place before any drop in sets takes place.</p>
Behaviour for Learning	<p>Significant reduction in Fixed Term Exclusion figures and referrals to Alternative Provision but numbers affected by lockdown from March to June.</p> <p>Points difficult to monitor due to lockdown and therefore incomplete data.</p> <p>Celebration of success through assemblies and letters in lockdown.</p>
Social & Emotional Issues	<p>Access to PSR support which continued through lockdown where necessary.</p> <p>Planned KOOTH assemblies postponed due to Covid.</p> <p>PSR staff completed CPD during lockdown to ensure ready to support upon the return in Sept 2020.</p> <p>Home visits carried out in lockdown where necessary for support.</p>
Lack of basic equipment for learning in the classroom and revision	<p>Technology loaned where needed to ensure engagement in work in lockdown. (55 pupils received IT equipment March to July 2020).</p> <p>Home visits to deliver work where necessary.</p> <p>Equipment for in class learning purchased but not able to be distributed until return after lockdown.</p>
Parental support/positive role models/increase opportunities	<p>Parents' Evening attendance improved on 2019.</p> <p>Visits postponed/cancelled due to lockdown.</p> <p>Parental workshops still to be developed.</p>
Improve Aspirations	<p>All pupils had access to careers week.</p> <p>KS3 dedicated careers lessons.</p> <p>All Y11 have access to CIAG advisor this continued remotely.</p> <p>"Beready" platform introduced through the year for all year groups to use.</p> <p>Y11 mock results day took place.</p>

Aim	Outcome
Focus on attendance and punctuality for PP pupils	PP/vulnerable pupils prioritised daily. Transport costs met where necessary for pupils to get into school. Home visits where necessary pre lockdown. YL/AIO meetings to be formalised.