



# St Augustine's CE High School Pupil Premium Strategy Statement

We are dedicated to providing equitable educational opportunities for all students. Our Pupil Premium strategy reflects our commitment to closing the attainment gap and ensuring that every child, regardless of their background, can reach their full potential. By upholding these values, we aim to make a meaningful difference in the lives of our students, contribute to a fairer, more inclusive school community and enable our students to be the best that they can be.

<b>Approved by:</b>	Governing Body	<b>Date:</b> October 2024
<b>Last reviewed on:</b>	October 2024	
<b>Next review due by:</b>	October 2025	

St Augustine's High School has consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.



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	1012
Proportion (%) of pupil premium eligible pupils	55.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025 2024/25 to 2027/8
Date this statement was published	October 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Eugene Moriarty, Head of Federation
Pupil premium lead	Rachel Kelly, Head of High School
Governor / Trustee lead	Mr John McArdle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£496,650
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£496,650



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## 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. We have the 3rd highest Pupil Premium figure for Westminster Secondary Schools, and we are ranked 39<sup>th</sup> for All Secondary schools in Inner London and 44<sup>th</sup> in all Secondary Schools in Inner and outer London (32 boroughs) This ranks us for Pupil Premium in the top 4% nationally. 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 54% for 2024-25 compared with 28.6% for England (2024) 2The 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. St Augustine's is currently located in the top 30% for deprivation of all neighbourhoods in the country, the top 20% for income deprivation, crime and deprivation affecting children index 2.3% for deprivation in Westminster. 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 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 as we move further away from the Pandemic.

Our approach will be responsive and supportive, rooted in diagnostic assessment, not assumptions about the impact of the Pandemic. We are the lead 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. We will also be looking at three main areas with our pupil premium students.

- Increasing the number of students hitting or exceeding target



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- To provide intervention to support pupil premium students with extended writing
- The mental well-being of our students.

## 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 diagnose the gaps and to re-establish learning. A greater focus on misconceptions will need curriculum time to address and potentially re-teach areas, .
2 Reading and Extended Writing	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. Our own analysis has also identified that our Pupil premium students need to be writing more in lessons from Key Stage 3 onwards. The increase in AI, technology and access to handheld devices, means that our students are writing less than before (National Literacy Report 2024, has stated that writing for 11-16 year olds is at the lowest it has ever been since 20210).
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 on and continue to be impacted both due to the Pandemic but also the cost of living crisis and our deprivation index</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. With external services such as CAMHS also finding it difficult to cope with demand, more support is required within school to ensure that students continue to feel safe and can access their learning. The cost of living crisis is also impacting on students living arrangements, with an increased number now being re-housed into temporary accommodation or hotels, mostly out of the borough. .</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	Our assessments, 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. These challenges particularly affect disadvantaged pupils, including their attainment.



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	We currently have more than 45% 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, our on-site counsellors or are seeing/on waiting lists for CAHMS. We would highlight that current waiting lists for CAMHS particularly in Brent continues to be up to 18 months and 12 months for Westminster residents 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	Our attendance gap between disadvantaged and non-disadvantaged students has decreased since the pandemic, but with the introduction of new statutory guidance on Attendance, our disadvantaged students will need earlier intervention and support. We are currently in line with 2023-24 but we will need to have a closer tracking system under the new statutory guidance, especially for our Persistent Absent students.

## 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 2027/28, a higher percentage of our disadvantaged pupils achieves Grade 9-7, Grades 9-5 and Grade 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. Increased evidence of extended writing across all subjects and year groups.	<p>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.</p> <p>Increased extended writing opportunities for all students across all year groups will support our disadvantaged students with being able to write continuously for different periods of time. These activities will also allow earlier identification of students that may need support with handwriting and those who are needing intervention with structure or application.</p>
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>Implementation of the Walkthru programme contributes to greater progress and more effective AFL, with a planned programme in Year 2 and 3 focusing on Formative and Summative Assessments, Feedback and Assessment for Learning.</p>



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To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Decrease in the number of referrals for specific mental health support or child well-being practitioners.</li> </ul>
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"> <li>• the overall absence rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.3%.</li> <li>• 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.</li> </ul>

## 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: **£272,003**

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>Introduction of the WalkThru programme (3-year programme) which focuses on high quality learning and teaching.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 6
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	2
<p>Quality First Teaching as a whole school priority involves members of the senior leadership team receiving and delivering training and support</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1, 2, 3, 4, 5 and 6



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to staff, specifically focusing on feedback.		
Opportunities for staff professional development.	<p>Effective professional development for staff is underpinned by the evidence published by the EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>This includes the establishment of QE hubs through the Walkthru programme.</p>	1, 2, 3, 4, and 6
Recruitment of additional school counselling services to meet the demand of our student's mental health needs.	<p><a href="https://www.bacp.co.uk/news/campaigns/school-counselling/">https://www.bacp.co.uk/news/campaigns/school-counselling/</a></p> <p>This also includes NHS Mental Health Team, IGU Support and All Child.</p>	5

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

Budgeted cost: **£85,150**

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.	<p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Resources for all students to ensure access for all, both in and out of school.	<p>In addition to the targeted assignment of DFE laptops to our students, Mini whiteboards have been allocated as class sets to every classroom and flash cards for Year 10 and 11 students. Green pens have also been distributed to all students for upgrade work and student response as part of our whole school marking policy.</p> <p>Assessment Booklets for all students at Key Stage 3 will support formative/summative assessments and upgrade work.</p>	1, 3, 4 and 6



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

Budgeted cost: **£139,497**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> 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 the lead Trauma Informed School in London.</p>	<p>According to <a href="#">figures</a> 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><a href="https://traumainformedschools.co.uk/">https://traumainformedschools.co.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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><a href="https://www.bacp.co.uk/news/campaigns/school-counselling/">https://www.bacp.co.uk/news/campaigns/school-counselling/</a></p> <p>Full time provision with 2 counsellors from September 2023. We have also supplemented our provision by a key worker from the NHS Mental Health Practitioner Team and CWP. AllChild programme also in second cycle.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></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 AllChild Partnership into St Augustine's to have a dedicated member of staff to work with 30 x identified Key Stage 3/4 students for 2 years. We have also partnered with SEO (Sponsors for Educational Opportunity) which is targeted disadvantaged students for short-term residentials and targeted programmes for Year 10, 11, 12 and 13.</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 2023-24 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the 2023-24 academic year using key stage 4 performance data and our own internal assessments.

For 2024the 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 +0.04 For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 4.7 . See [DfE guidance](#) for more information about KS4 performance measures.

We have compared our disadvantaged results to national figures to help gauge the performance of our disadvantaged pupils . The average point score for disadvantaged pupils in 2023/24 comapred with National are: was 5.2for English (Nationally 5.0), 4.6 for Maths (Nationally 4.6) and 4.4 for EBACC (Nationally 4.6) subjects. Therefore, the gaps were for our outcomes for our EBACC subjects. .

The gap between our Disadvantaged and non-disadvantaged students for the headline measures (9-7, 9-5, 9-4 for English and Maths have closed since the Pandemic. In comparison to National headlines, students achieving a grade 9-4 English and Maths is 4% below National, 9-5 English and Maths is 2% below national average and 9-7 English and Maths is 2% better than National Average – National Average being all students. Our focus for 2024/25 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 across all subjects..Absence among disadvantaged pupils was higher than their peers in 2022-23 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. Our Year 7 cohort is challenging, particularly with behaviour needs and the number of EHCPs that we now have at St Augustine's (Approaching 70 by 2024/25) will mean further intervention, support and high quality teaching in order to continue to close the gap.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2027/28 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

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. A structured Pastoral programme, themes Collective Worship and a new rewards system (2023/24).
- Continue with Year 2 and 3 of Walkthrus – Our Learning and Teaching Programme to ensure that lessons start promptly, learning objectives are clear and the intended outcomes clearly defined. Passive learning is also being addressed. With a focus this academic year on assessments and extended writing.

## 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.



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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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