

St. Augustine of Canterbury Catholic High School - Pupil premium strategy statement 2018/19 including a review of 2017/18 spending

1. Summary information					
School	St. Augustine of Canterbury				
Academic Year	2018-2019	Total PP budget	£271,450	Date of most recent PP Review	January / 17
Total number of pupils	597*	Number of pupils eligible for PP	281	Date for next internal review of this strategy	October 2019

2. Current attainment			
	Pupils eligible for PP	Pupils NOT eligible for PP	Pupils not eligible for PP (national average)
Progress 8 score average	-0.94	-0.36	-0.03 (2017)
Attainment 8 score average	33.42	46.5	46.6 (2017)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Inconsistent quality of teaching has had a significant effect on the attainment of disadvantaged pupils
B.	Inconsistent quality of teaching does not ensure that learning meets the needs of pupils and challenges them to achieve at high levels and so High prior attaining disadvantaged students perform significantly worse than all others nationally
C.	Support to develop literacy and improve reading had been inconsistent

Additional barriers (issues which also require action outside school, such as low attendance rates)	
D.	The low attendance and PA of disadvantaged students has a significant negative impact on their outcomes.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	The progress 8 gap diminishes between PP and all other students nationally	P8 improves and the difference between national diminishes
B.	The progress 8 score improves for HPA disadvantaged students against national	P8 improves and the difference between national diminishes
C.	The progress 8 gap diminishes in English between disadvantaged and other pupils nationally	The progress 8 difference diminishes to less than half a grade between disadvantaged and others
D.	Improved attendance of disadvantaged students and the incidence of PA for disadvantaged students decreases	The gap in attendance diminishes and PA rates improve to be more comparable to local figure

Planned expenditure						
Academic year		2018 - 2019				
Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
A The progress 8 gap diminishes between PP and all other students nationally	Redeployment of staff. Consistent approaches to teaching, learning and intervention programmes. Closer monitoring of work. Effective and timely use of data. Greater scrutiny of quality assurance and assessment procedures.	Embed the common lesson format Use of FIRST strategy Research based approach to learning Standardisation and moderation during collaborative planning and subject networks Work with the LA and other external providers	Standardised assessments Rigorous Quality Assurance Question Level Analysis to support early intervention Staff and Student voice Lesson observation and drop ins	CMc	QA of T&L weekly Termly	Dec 18 Pupil voice – pupils think lessons have improved and are familiar with the structure of the CLF
B The progress 8 score improves for HPA disadvantaged students against national	Staff training to support the meta cognitive development of students. Use of the A-B-Cs to capture learning and thinking skills. Redeployment of staff to support Disadvantaged students	Development of Bloom's taxonomy and higher order questioning skills Assessment INSET to support the validity and reliability of data Clear roles and responsibilities for staff to respond to data analysis	Learning Walks/ drop ins Peer observations Book reviews Work sampling QA of standardised assessments and the data they generate QA evidence Evidence of consistent approach	CMc	QA of T&L weekly Termly	Challenge observed in lessons. INSET in Dec focused on developing challenge

C Disadvantaged students achieve broadly in line with national and the gap diminishes	Aspirational targets set Strategic approach to supporting disadvantaged students Effective use of data to support early intervention programme	Undertake a review including: <ul style="list-style-type: none"> pupil voice school, local and national best practice rigorous scrutiny of data, including the link between targets set and outcomes QA of T7L 	INSET Learning walks/drop ins QA evidence Intervention programmes Robust PM targets	CMc SLT	Termly	Data T1 – improved P8
Total budgeted cost						
i. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
D Improved attendance of disadvantaged pupils Reduction in the number of disadvantaged pupils who are PA	Increased EWO provision and early intervention programme Attendance action plan and attendance officer Pastoral managers for every year group	Improve whole school attendance and punctuality and reduce PA	Action plan implemented Weekly meetings KSCO/HOYS/Pastoral Managers/EWO	JP and SS EWO and AO	Weekly and Half termly with EWS support	Impact with individuals whose attendance is improving
Total budgeted cost						

ii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
Improved literacy especially for disadvantaged pupils	Literacy coordinator to implement a whole school strategy to improve literacy especially reading	Poor literacy skills contribute significantly to the under attainment of disadvantaged students and are a barrier to accessing GCSE exams successfully	Action plan implemented QA of provision Rigorous review of pupil outcomes data Pupil voice	Joanna Stirrup	Half termly	Word of the week and other strategies now in place routinely
Improved attendance and reduced PA rates	KSCO role Pastoral Managers EWO Attendance Officer	Improved capacity for pupil support, liaison with home, early intervention strategies and	Action plan implemented QA Routine and rigorous review of data to drive targeted and timely interventions	JP/SS	Weekly Half termly	Improved attendance for key individuals Better use of penalties available
Total budgeted cost						

5. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Significant improvements in the attitudes and behaviour of an identified cohort		Disproportionate number of PP pupils received FTE and	Positive discipline replaced	
Distribution of PP pupils in higher sets		Number of PP pupils in higher sets was still disproportionately low	Check the proposed class sets before the timetables are finalised	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance rates		PA did not reduce to in line with National	FTE impact on the overall attendance figures and push pupil into PA	
Improved homework completion		Data not collected		

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved parental engagement		Data not collected		
PP pupils show increased self esteem		100% target for education, employment and training not met and some pupils were NEET	Collect more robust information from pupils to ensure that all have a destination before they leave school	

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The planned expenditure was not clearly linked to the desired outcomes or the chosen approach to deliver the desired outcomes.

A new financial strategy for the use of pupil premium funding is in place from September 2018.

