

Pupil premium strategy statement – St Augustine of Canterbury Catholic Academy

At St Augustine of Canterbury our aim is that all pupils regardless of their starting points, have access to an ‘Education for life’ that will enable our school community to flourish and experience ‘life in all its fullness’ (John 10:10)

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	539
Proportion (%) of pupil premium eligible pupils	47.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	23.10.2023
Date on which it will be reviewed	23.10.2024
Statement authorised by	
Pupil premium lead	A.Quarless
Governor / Trustee lead	C.Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,960
Recovery premium funding allocation this academic year	£71,300
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£328,260

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

Our curriculum is dynamic and flexible and responds to the changing needs of the individual. The programmes and courses we offer are inclusive for all pupils including those who are disadvantaged. The curriculum is aspirational, designed with the highest expectations of personal and academic achievement in mind.

The focus of our pupil premium strategy at St Augustine of Canterbury is to ensure that our disadvantaged students are well supported throughout their educational journey by providing high quality teaching across the whole curriculum. There is a clear need for reading intervention, to develop reading fluency as well as improving the vocabulary gap. We want to ensure our pupil premium students are in everyday experiencing a wide cultural offer

Disadvantaged students will have access to targeted academic support when there is an identified need and other wider strategies such as mental health and academic mentoring.

Challenges

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

Challenge number	Detail of challenge
1	The school in top quintile in the country for DA pupils. 47% of pupils
2	Poor entrenched attendance leading to gaps in knowledge and understanding. This can lead to lower academic progress.
3	DA students do not perform as well as non-PP students in GCSE results. The gap continues to widen since the return of GCSE exams
4	Reading ages are significantly below chronological age for some PP pupils. Literacy levels below chronological age is a barrier to accessing the curriculum
5	DA pupils present a higher level of social and emotional needs. At times DA students present challenging behaviour which requires intervention
6	Students are at risk of not accessing the wider cultural curriculum. Pupils eligible for Pupil premium are overrepresented in this group

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	How?
To improve GCSE outcomes for PP Students	<p>DA students perform in line with no DA students.</p> <p>DA students have a zero neet score</p> <p>DA student progress is on an upward trajectory.</p> <p>DA pupils attend after school revision sessions and morning intervention</p>	<p>Targeted intervention after school</p> <p>Regular data captures to analyse data.</p> <p>Create appropriate interventions</p> <p>Use QLA to identify gaps in learning</p> <p>Ensure all PP students have access to revision materials</p> <p>Ensure all PP have access to a bespoke revision package</p>
To narrow the gap between Non-PP and PP attendance	<p>Lower number of persistent absentees among pupils eligible for Pupil premium.</p> <p>Overall attendance of DA pupils is in line with the school target of 97%</p>	<p>To ensure all PP students under 90% have a cycle of support in place</p> <p>Daily/Weekly attendance reports to identify PP students at risk</p> <p>Use Attendance Officer to liaise with parents/students. Compete panel meetings</p> <p>Link attendance to rewards.</p> <p>Personalised plans for individual pupils</p>
To identify and improve reading ages	<p>All DA pupils are tested twice year</p> <p>NGRT testing shows that reading ages of DA are at chronological age by the end of the academic year</p> <p>Library data shows that there is an increase of DA Pupils borrowing books</p>	<p>NGRT testing cycle in place twice a year.</p> <p>Reading ages in Arbor (MIS) all staff aware.</p> <p>All PP students that are 1 year below chronological reading age are on a reading intervention. 90 mins per week</p> <p>Fresh start phonics programme for all PP pupils with a phonics gap.</p> <p>All DA students receive a reading for pleasure book, are involved in the whole school reading for pleasure programme.</p>
High standards of behaviour for DA Pupils	<p>Number of exclusions for DA students have reduced on previous year.</p>	<p>Use of individualised behaviour passports</p> <p>Behaviour strategies in place</p> <p>Use of internal exclusion to reduce fixed term</p>

	Fixed term suspensions and internal exclusions of DA students are in line with non-DA students. Number of negative incidents recorded is in line with non-DA pupils	A package of interventions in place to support PP pupils' behaviour.
To ensure PP students experience a rich cultural offer	Cultural quest data show a breadth of experiences for DA students. All Da pupils have 3 experiences per year. DA pupils have financial support for trips and visits – where possible	Plan 3/5 cultural experiences per year Track and monitor cultural capital through the cultural quest platform Ensure that all clubs/visits are tracked in Arbor to ensure all PP experience

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching programme Quality First Teaching – Ensure that all teachers are providing excellence for all every lesson	<i>“There’s promising evidence in favour of instructional coaching (Kraft et al., 2018) as well as promising individual programmes that utilise this approach (such as Allen et al., 2015). The research findings around mechanisms and purposes help us to understand why instructional coaching can help to improve teaching”</i>	2 3
English Teacher	<i>EEF Autumn 2022 “ Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending”</i>	3
Maths Teacher		3
Reading for pleasure	<i>EEF “on average DA children are less likely to own a book of their own and read at home with family members, and for these reasons may not</i>	3 4 6

	acquire the necessary skills for reading and understanding challenging texts”	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Reading TA. Fresh Start – Ruth Miskin	<i>EEF “Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. The average impact of the adoption of phonics approaches is about an additional 5 months’ progress over the course of a year. Fresh start shows considerable promise as an effective catch-up intervention”</i>	3 4
Maths PP TA	<i>EFF “The average impact of small group tuition is two additional months progress, on average , over the course of the year. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding”</i>	3
English HLTA. To support Da pupils in lessons to give 1 to 1 support when required. To support with progress of DA in GCSE English		3
NGRT testing (47%) to ensure there is accurate data for DA and this can signpost appropriate intervention	<i>(NGRT)The standardised tests can provide reliable insights to the strengths and weakness of each pupil to ensure they receive the correct additional support through intervention and teacher instruction.</i>	3 4
Reading Plus (47%) Reading intervention to ensure pupils reach CA. 90 mins per pupil per week to reduce the vocab gap.	<i>EEF “The average impact of reading comprehension strategies is an additional 6 months’ progress over the course of a year”</i> Our internal pilot shows that 95% of pupils made 6 months progress in the 6 week intervention	3 4
Seneca (47%)	<i>Seneca research has found that students learn 2x faster using Seneca compared to a revision guide or paper-based worksheets at home. Research was based on 1,120 students and was published in the peer reviewed academic journal IMPACT</i>	2 3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher responsible for improving attendance	<p><i>EEF Guidance Report working with Parents to Support Children’s Learning</i></p> <p><i>DFE Working together to improve school attendance May 2022</i></p>	2 3
Dedicated Attendance Officer time to monitor and follow up on absences.	<p><i>EEF Attendance interventions March 2022</i></p> <p><i>“There is some evidence of promise with several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance”</i></p> <p>Attendance of DA students has improved by 4.4% 2022/22 81.76 compared to 86.25% in 2022/23 The DA gap has narrowed over time -6.85 in 2021/22 to -2.66% in 2022/23</p>	2 3
Youth worker – Additional support 1.5 days per week to work with entrenched cases of DA students	<p><i>EFF “The average impact of small group tuition is two additional months progress, on average , over the course of the year. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding”</i></p>	2 3 5
Pastoral Managers employed to work with vulnerable DA families who are at risk of PA. Responsible for first day response	<p><i>EFF “The average impact of small group tuition is two additional months progress, on average , over the course of the year. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding”</i></p>	2 3 5
Excellent behaviour. TA to work on SMSC interventions to improve mindset and choices.	<p><i>EEF ‘The first recommendation on improving behaviour is to know and understand your pupils and their influences. While mentoring is not generally as effective in raising attainment outcomes as small group or one to one. Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these peoples, as the development of trusting relationships with an adult or older per can provide a different source of support’</i></p>	5
Ensure there is a bespoke curriculum for DA that require an alternative curriculum	<p><i>Ofsted school inspection Handbook Sept 2023 Where appropriate</i></p> <p><i>Point 388 Alternative provision is a suitable and safe placement that will meet pupils’ academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs</i></p> <p>100% of DA students who are placed in ALT Ed are in further education training or employment in 2022/23</p>	2 3 5
<p>Cultural Quest Platform in place to track and monitor cultural capital of DA Pupils</p> <p>Fund/partially fund trips/visits/clubs</p>	<p><i>EEF “Children thrive in a learning environment and develop better future life chances if they can extend their learning outside of the classroom. This sense of self, aspiration, ability to self-direct and development of social skills enables them to thrive in and out of the classroom, as well as later life”</i></p> <p><i>Education inspection Framework: Overview of research 2019</i></p>	3 5 6

Total budgeted cost: £ 328,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged	
Number of disadvantaged pupils in the Progress 8 score	48
Progress 8 score for disadvantaged pupils	-1.16
Progress 8 lower 95% confidence interval for disadvantaged pupils	-1.56
Progress 8 upper 95% confidence interval for disadvantaged pupils	-0.76
Unadjusted Progress 8 score for disadvantaged pupils	-1.16
Unadjusted Progress 8 lower 95% confidence interval for disadvantaged pupils	-1.57
Unadjusted Progress 8 upper 95% confidence interval for disadvantaged pupils	-0.76
Progress 8 score for disadvantaged - English element	-1.01
Progress 8 score for disadvantaged - maths element	-1.09
Progress 8 score for disadvantaged - Ebacc element	-1.35
Progress 8 score for disadvantaged - open element	-1.12
Average Attainment 8 score per disadvantaged pupil	25.49
English element	6.22
mathematics element	4.88
EBacc element	6.28
Open element	8.11
Open element - GCSE only	6.40
Open element - non-GCSE only	1.71
% of disadvantaged pupils entering the English Baccalaureate	2.00%
Average EBacc APS score per disadvantaged pupil	1.87
% of disadvantaged pupils achieving grade 5 or above in the English Baccalaureate	0.00%

% of disadvantaged pupils achieving grade 5 or above in English and maths 10.00%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Attendance in 2022/23 has seen an improvement for DA pupils

Attendance of DA students has improved by 4.4% 2022/22 81.76 compared to 86.25% in 2022/23 The DA gap has narrowed over time -6.85 in 2021/22 to -2.66% in 2022/23