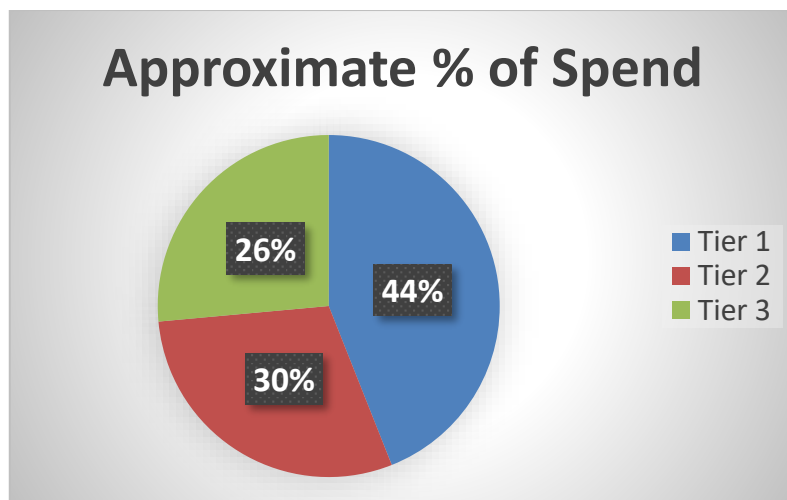


Pupil premium strategy statement (secondary)



1. Summary information					
School	St. Pauls Catholic School. A Voluntary Academy				
Academic Year	2021-23	Total PP budget	196,730	Date of most recent PP Review	June 21
Total number of pupils		Number of pupils eligible for PP	206 (21% of whole school))	Date for next internal review of this strategy	Jan 21
		Number of pupils eligible for FSM	157 (76% of DA)		
		SEN amongst disadvantaged cohort	33 (16% of DA)		

2a. Current attainment 2020-21 TAG Results		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)

% achieving basics Grade 4 inc. Eng and Maths	63.2%	78.4%
% achieving basics Grade 5 inc. Eng and Maths	42.1%	63.5%
Progress 8 score average	-0.1	0.3
Attainment 8 score average	4.0	5,5
% of students below reading age on entry (KS2 Yrs 8-11)	42%	20%

2b. Attainment 2018-19 (Externally examined)

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving basics Grade 4 inc. Eng and Maths	33.3%	66.6%
% achieving basics Grade 5 inc. Eng and Maths	10.3%	45.1%
Progress 8 score average	-0.9	0.1
Attainment 8 score average	3.4	4.8

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	On entry, 42% of the cohort disadvantaged students (compared with 20% of the cohort of non-disadvantaged students) are below their expected reading age, this impacts on students' extended writing ability, comprehension of complex texts, access to the content within lessons and oracy and their ability to articulate their learning plans; ultimately leading to lower attainment across a suite of subjects.
B.	Analysis of 'low level' behaviour sanctions demonstrate that students often lack the self-regulation strategies in the classroom to access and manage their learning effectively.
C.	The destinations of disadvantaged students to level 3 post 16 courses is currently _% % lower than non disadvantaged students. Lower aspiration leads to lower motivation and ultimately lower attainment. Life chances are adversely effected and social mobility is limited.

External barriers		
D.	Persistent absenteeism is higher amongst disadvantaged students than non-disadvantaged students	
2. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	For all students to be adept readers and writers; able to articulate their learning and reading broadly and widely to enrich their curriculum experience, measured through student voice, analysis of library data, learning walks, increased participation by disadvantaged students of the 'Reading Buddies' programme and improved overall attainment at each Key Stage.	<ul style="list-style-type: none"> Improved attainment measured through end of year tests/GCSE results. Improved progress 8 scores Student voice to show that students are confident and competent in knowing how to improve their learning through an understanding of their 'next steps' Increased participation of disadvantaged students in the 'Reading Buddies' programme, both as role models for others and as participants.
B.	Consistent application of behaviour for learning approaches improving students' experience; analysis of behaviour sanctions (detentions/isolations and exclusions) analysis of the use of pastoral support programmes and alternative provision for disadvantaged students.	<ul style="list-style-type: none"> Decrease in detentions/isolations and exclusions data Students demonstrate positive attitudes to their learning in student voice Increased use of homework club by disadvantaged students at KS3
C.	To increase the % of students accessing level 3 courses at Post 16.	<ul style="list-style-type: none"> Termly student surveys analysing actual destinations Analysis of PS16 applications on intended destinations
D.	Persistent absenteeism rates decrease amongst disadvantaged students measured through weekly, monthly and termly attendance data.	<ul style="list-style-type: none"> Students will attend school regularly and the figure for disadvantaged students who are PA will decrease falling in line with non disadvantaged students, .

3. Planned expenditure					
Academic year		2021-22			
i. Tier 1 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?
A 'language –rich' school community (£10,000)	Embedding disciplinary literacy across all subjects- whole school approach	42% of the cohort disadvantaged students (compared with 20% of the cohort of non-disadvantaged students) are below their expected reading age QA during 2020-21 showed students found it difficult to articulate learning and next steps	Weekly reminders (Word of the week, tips of the week, Latin roots through English lessons), regular CPD and guidance	SL	Termly
To increase student engagement and confidence with learning (£3000)	Assessment and feedback methods focus on consistent approach to develop writing	OUP advice - Language ...underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays a huge role in a child's future life chances	Whole staff INSET, regular CPD, expert advice and guidance (external speaker and trainer)	SL	Termly

<p>To develop meta-cognitive skills to engage with unfamiliar vocabulary</p> <p>(£1,500)</p>	<p>Targeted vocabulary instruction in every subject – SOW to identify vocabulary and lessons show evidence of these being taught</p>	<p>Primary schools report a gap in extended writing, QA shows students are unable to articulate their next steps in learning</p> <p>42% of the cohort disadvantaged students (compared with 20% of the cohort of non-disadvantaged students) are below their expected reading age</p>	<p>Regular training and CPD provided TLC share good practice and coach QA each half term</p>	<p>SL, SW</p>	<p>Each term</p>
--	--	---	--	---------------	------------------

<p>Alternate provision funding secured to ensure a range of pathways are accessed for PP learners. A greater range of pathways are explored such as apprenticeship access. (£55 000)</p>	<p>For disadvantaged learners to follow a vocational route to secure improved end of Key Stage 4 attainment and progress and to measure the appropriateness of Post 16 choices.</p>	<p>A small percentage of disadvantaged learners complete Key Stage 4 with significantly lower attainment outcomes than non-disadvantaged learners. Alternate provision fulfils a route to enable these learners to pursue courses appropriate providing a bespoke curriculum.</p>	<p>Daily contact with providers. Weekly student visits and weekly evaluation of attendance rates. Termly QA</p>	<p>DR/KW</p>	<p>Bi weekly for short term strategies for individual students Termly to consider curriculum offer for all students and quality provision.</p>
<p>To ensure that students are offered a rich and challenging curriculum suited to need. Future Pathways staffing (£12,000)</p>	<p>Students are given opportunities to access an appropriate curriculum and receive support to prepare for Level 3 study.</p>	<p>0% Needs amongst all students. Future Pathways cohort are particularly vulnerable post covid.</p>	<p>Learning Walks/student voice Tracking intervals.</p>	<p>JC/KW/DR</p>	<p>Aug 22 (Results Data)</p>

<p>Develop and support students further in their ability to read complex texts</p> <p>(£5000)</p>	<p>Literacy instruction for all year groups twice per week during form times. DEAR and RRR integrated into curriculum time CPD - Staff taught how to support readers in the classroom. Whole class readers for Yrs 7-9</p>	<p>EEF advice taken from 'the simple view of reading'. Students word reading and reading comprehension was measured in 50 students from years 7-9. Outcome showed a significant decrease against national data. The national literacy trust survey showed a negative attitude towards reading with DA reading on average 40% less than non disadvantaged readers.</p>	<p>QA of reading for pleasure</p> <p>Progress Leaders to target reluctant readers and conduct student voice.</p> <p>CPD training for all staff</p>	<p>SLT/PL</p>	<p>October 22</p>
Total budgeted cost					£86,500
ii) Tier 2 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?

<p>To ensure that the 'Build back better' support for students on full return to school is robust and to ensure that students are well supported by the pastoral teams.</p> <p>(£4,500)</p>	<p>All students to receive the appropriate intervention and support to raise self-esteem and improve overall outcomes.</p>	<p>National advice and data show that mental health amongst young people is 'significantly affected' (1 in 5 reporting mental health amongst 12-16 yr olds) by the loss of learning and social interactions caused by lockdown and isolation.</p>	<p>Review of Build back better through pastoral meetings and minutes</p> <p>SLT to review the build back better foci in line with student QA</p> <p>Behavioural incidents to be analysed and disseminated to PL's to review action planning</p> <p>VCM continues to demonstrate high levels of personalised and evaluated interventions.</p>	<p>SLT PL's</p>	<p>Half termly</p>
<p>Identified students appropriately referred to Faith in Families services, mentors, early help, Barnardos health shop and a range of other internal and external services.</p> <p>(£25 000)</p>	<p>Improved attendance, attainment and achievement. Ability to deal with very complex needs of individual pupils addressed by specialist staff.</p>	<p>A range of complex needs are identified as barriers to learning and self-actualisation.</p>	<p>Feedback/minutes from VCM coordinator and DSL.</p>	<p>KW/SW Progress Leaders/CT</p>	<p>Weekly – vulnerable child meeting.</p> <p>Increased attendance rates amongst identified cohort</p> <p>Reduction of exclusion and isolation rates.</p>

Continuation of employment for Assistant Progress Leaders who have a specific responsibility for PP students (£9 000)	Improved attainment and achievement. Reduced negative behaviour points and detentions	Mentors act as a positive role model. In general, mentoring builds confidence, develops resilience and character and raises aspirations.(EEF)	A positive improvement in praise points rewarded for positive learning habits. Reduction in exclusions and isolations for PP students.	SW	Half Termly
All PP students in Years 10 and 11 to receive CIAG external Level 6 meetings (£5 000)	0% Neets	PP students are much more 'likely to become NEETs' in Post 16 education. <u>(House of Commons paper: 28th August 2018)</u>	Student voice through mentor meetings with SW with identified cohort in Year 11. QA of CIAG meetings	SW/ZM/TG	January 2022 November 2022
Utilise funding to target widening participation visits to Universities to increase aspiration (£4000)	Disadvantaged students are motivated to have higher aspirations to improve outcomes at KS4 leading to level 3 study at post 16.	EEF and Sutton Trust data show that experiences in higher education can directly lead to higher aspiration and stronger outcomes for students.	Staff voice from accompanying members of staff on visits. Student voice. Close liaison with University providers.	SW/TG/ZM	Post visit per year group. (Termly)

<p>Additional Pastoral Support to engage families, parents and carers through positive reward and connection. (£5,730)</p>	<p>Engagement of parents and families in home learning Increased attendance rates of DA parents at school events</p>	<p>Significantly less engagement at school events of PP students to non-PP students. Significantly higher ration of negative low level behaviour points (3:1) awarded to DA students</p>	<p>Weekly meetings with PL and additional pastoral support team in order to evaluate current engagement and reward strategies</p>	<p>SLT/JP/PL</p>	<p>Half termly</p>
<p>Revision Guide purchase for all Year 10 and 11 students for all subjects. (£5 000)</p>	<p>Students to achieve higher P8 and A8 scores and improve upon independent quality revision.</p>	<p>Lower P8 and A8 scores against Non PP students across the PP cohort.</p>	<p>Progress Leader to lead on guiding PP students on independent revision techniques utilising the exam related revision guides – SW to review SOW in conjunction with JG. Student Voice.</p>	<p>SW/LB/DR</p>	<p>April 2022</p>
Total budgeted cost					<p>£58 230</p>
<p>ii. Tier 3 Other approaches</p>					

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?
School budget to top up FSM + Breakfast Club (£16 000)	Improved punctuality to school, improved attendance rates.	Lower attendance rates for PP students caused by illness and lower immunity.	Monitor the financial uptake of the strategy and target students who are not maximising their opportunities	SW	Half Termly
Allocation of funding to include a dedicated Attendance Officer who will focus on reducing Persistent absenteeism (£2 000)	Reduction of PA students amongst the PP cohort.	In 2019-20 28% of PP students had attendance below 90% compared with Non PP students of which only 9% were below 90%.	Weekly meetings with Progress Leader and Attendance SLT lead.	SW/JP/PL's	Weekly
For all staff to be trained on the indicators for sexual abuse and sexual harassment. (£4,500)	Staff CPD and training throughout the year. Alter ego theatre company experience 'unacceptable' to be shown to all students and staff. Revised RSE curriculum. Review of whole school audit.	In 2020, peer on peer abuse was highlighted as a 'top priority' for schools by Ofsted. Analysis of school data shows that a disproportionately high number of incidents have occurred amongst disadvantaged students either as victim or perpetrator.	Analysis of the frequency in CPOMS data Student voice through PASS surveys QA of RSE	SW/SO'L/AC	Half termly analysis of CPOMS data Student Voice termly.

<p>All students to have a rich and varied experience on world of work week</p> <p>(£5000)</p>	<p>Year 10 disadvantaged students gain access to a number of professions and build qualities and characteristics preparing them for the World of Work.</p>	<p>Student voice from 2018/19 demonstrates a strong engagement from PP students with 95% of students attributing World of Work week as a direct influencer in career decisions and aspirations used for Post 16 applications.</p>	<p>Regular planning meetings throughout the lent term to secure a positive experience for PP students.</p> <p>Review of evaluations from previous years to continue to update the offer with appropriate LMI locally.</p>	<p>SW/TG/SR</p>	<p>Post WOW week – July 2020 through Student voice evaluations</p> <p>Teacher voice evaluations</p> <p>Post 16 applications</p>
<p>Greater access to a rich and varied careers curriculum.</p> <p>(£3 500)</p>	<p>To ensure that DA students are aspirational in their post 16 college choices and in their career aspiration through employer visits, careers fayre trips and accessing opportunities over careers week.</p>	<p>Data analysis show that PP students' intended destination in Year 10 is only matched in 41% of cases to their actual destination in Year 11.</p>	<p>Compass evaluation to show improvement in all areas of the Gatsby Benchmarks.</p> <p>Implementation and use of an Alumni across all year groups.</p>	<p>SW//TG/ZM</p>	<p>Compass Jan 2021</p>
<p>PP Choice Spending</p> <p>(£20 000)</p>	<p>Students have the correct equipment, uniform, have access to extra-curricular trips and are able to contribute to the wider school community equitably with Non PP students.</p>	<p>Student Voice shows that students do not have access to resources or are able to participate in extra-curricular activities and trips equitably with non-PP students.</p> <p>High levels of sanctions issued for incorrect uniform/equipment</p>	<p>Pastoral Board review of PP spend by student and Progress Leaders.</p>	<p>LW/SW</p> <p>Progress Leaders</p>	<p>Half Termly</p>
Total budgeted cost					£52 000

