

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Paul's
Number of pupils in school	1136
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 21
Date on which it will be reviewed	April 22
Statement authorised by	
Pupil premium lead	S Warrilow
Governor / Trustee lead	F Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196 730
Recovery premium funding allocation this academic year	£30 102
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Challenges

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

Challenge number	Detail of challenge
1	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
2	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
3	The destinations of disadvantaged students to level 3 post 16 courses is currently 28% 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.
4	Persistent absenteeism is higher amongst disadvantaged students than non-disadvantaged 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
For all students to be adept readers and writers; able to articulate their learning and reading broadly and widely to enrich	<ul style="list-style-type: none">• Improved attainment measured through end of year tests/GCSE results.• Improved progress 8 scores

<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<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
<p>To increase the % of students accessing level 3 courses at Post 16.</p>	<ul style="list-style-type: none"> • Termly student surveys analysing actual destinations • Analysis of PS16 applications on intended destinations
<p>Persistent absenteeism rates decrease amongst disadvantaged students measured through weekly, monthly and termly attendance data.</p>	<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,

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: £86 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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.	1
Students are given opportunities to access an appropriate curriculum in all subject areas and receive support to prepare for Level 3 study	0% Neets amongst all students. Future Pathways cohort are particularly vulnerable post covid.	3
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	1
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	1
Targeted vocabulary instruction in every subject – SOW to identify vocabulary and	Primary schools report a gap in extended writing, QA shows students are unable to articulate their next steps in learning	1

lessons show evidence of these being taught	42% of the cohort disadvantaged students (compared with 20% of the cohort of non-disadvantaged students) are below their expected reading age	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58 230

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.	1
Identified students appropriately referred to Faith in Families services, mentors, early help, Barnardos health shop and a range of other internal and external services.	A range of complex needs are identified as barriers to learning and self-actualisation.	2,4
Continuation of employment for Assistant Progress Leaders who have a specific responsibility for PP students	Mentors act as a positive role model. In general, mentoring builds confidence, develops resilience and character and raises aspirations.(EEF)	2,4
All PP students in Years 10 and 11 to receive CIAG external Level 6 meetings	PP students are much more 'likely to become NEETs' in Post 16 education. (House of Commons paper: 28th August 2018)	3

Utilise funding to target widening participation visits to Universities to increase aspiration	EEF and Sutton Trust data show that experiences in higher education can directly lead to higher aspiration and stronger outcomes for students.	3
Additional Pastoral Support to engage families, parents and carers through positive reward and connection.	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	2,4
Revision Guide purchase for all Year 10 and 11 students for all subjects.	Lower P8 and A8 scores against Non PP students across the PP cohort.	1

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

Budgeted cost: £52 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 10 disadvantaged students gain access to a number of professions and build qualities and characteristics preparing them for the World of Work.	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.	3
To ensure that DA students are aspirational in their post 16 college choices and in their career aspiration through employer visits, careers fayre	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.	3

trips and accessing opportunities over careers week.		
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.	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. High levels of sanctions issued for incorrect uniform/equipment	2
Improved punctuality to school, improved attendance rates.	Lower attendance rates for PP students caused by illness and lower immunity.	4
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%.	4
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	2

Total budgeted cost: £ 196 730

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 2020 to 2021 academic year.

Please see accompanying and detailed review of spend and strategies.

Externally provided programmes (None Purchased)

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (N/A)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.