

Funding Document

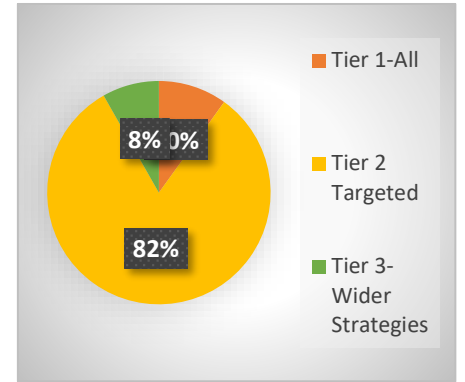
School: St Paul's Catholic School

Date: 2023-24

Recovery Premium funding £49127

National Tuition Grant: £12,218

16-19 Funding: £8,556



Area	Barriers	CMAT/DFE approach	School action	Anticipated Cost <i>Examples of how you could spend your funding</i>	Monitoring	Impact

Curriculum recovery	<p>Students struggling with the rigours and demands of GCSE and who require additional support</p> <p>The recovery premium grant is part of the government's package of funding to support pupils whose education has been impacted by coronavirus (COVID-19). It is focused on pupil premium eligible pupils and pupils in specialist settings such as special schools, special units and pupil referral units (PRUs). This is because of the additional impact of the pandemic on these students. However, schools can use it to deliver evidence-based approaches for supporting any pupil based on an assessment of individual need.</p> <p>Activities should include those that: support the quality of teaching, such as staff professional development provide targeted academic support, such as tutoring deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support Like the pupil premium, schools can: spend the recovery premium on a wider cohort of pupils than those who attract the funding direct recovery premium spending where they think the need is greatest"</p> <p>Risk factor for those in KS3 who find full time mainstream education difficult. . There is a risk that attending the external programme will not be suitable and may long term mean their behaviour and attitude to learning deteriorates meaning they may go on AP full time. The programme aims to keep them in school and engaged as long as possible. AP is quite often not an appropriate pathway because of student</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations/recovery-premium-conditions-of-grant-for-academies</p>	<p>Focused English support - 1 staff 9.5 hours working with identified students in Year 7+8 to boost reading and literacy (PMcM)</p> <p>Focused English support - 1 staff 6 hours working with identified students in Year 11 (CMcM)</p> <p>Focused English support - 1 staff 6 hours working with identified students in Year 11 (Ruth)</p> <p>Lead teacher for literacy to focus on a writing programme across the school and to include the continued development of a reading culture (SPP)</p> <p>Mastery programme in English</p> <p>Homework club set up and running every night after school and staffed by two experienced people</p> <p>KS3 SHINE programme</p>	<p>£4609 (50%)</p> <p>£3476 (50%)</p> <p>£3476 (50%)</p> <p>£2500</p> <p>£4000</p> <p>£5168 homework club</p> <p>£3000</p>	<p>JL, RU through QA and student voice Data drops and analysis</p> <p>SC. Fortnightly visits to check on the club along with attendance monitoring. Targeted referral in Years 7+8 by HOY</p> <p>JL/MP</p> <p>SW/ZC Record keeping and regular monitoring by SW/ZC Student voice Parent voice</p>	<p>QA and data to show an increased confidence and improvement in outcomes for the students concerned</p> <p>Students using homework club effectively resulting in no detention for incomplete homework. HOY are referring individuals who would benefit and they are attending</p> <p>The programme aims to keep identified students in school and engaged as long as possible avoiding AP externally in KS3. All students starting the programme to still be attending SP full time by Year 9 unless EHCP dictates otherwise. No exclusions</p>
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	needs and they become at risk of being NEET at age 16					
Routines and behaviours	<p>Covid-19 has impacted attendance and parental attitudes to ensuring their children attend school full time.</p> <p>Attendance 2021-22 -Gap between SP and National for Disadv was + and in line with national for non Disadv however at school level the gap was 6%. The aim is to close this to less than 3%</p> <p>School PA is sig below national for all year groups except Y11 where it was 6% above. Aim is to target all PA with new EWO in order to reduce PA across the school by at least 20% bringing it to less than 20%</p> <p>AP attendance to remain in line with school attendance</p>		<p>Programme of pastoral time every morning including RSE and PSHE and careers</p> <p>Students who acquire repeat detentions will be picked up by AHOY and contact with home is made. AHOY will also mentor small groups of students who are finding it hard to adapt to being in school full time</p> <p>Additional monitoring of those on AP</p> <p>Behaviour and resilience mentors X2 employed x3 terms for 2 days a week (Sept-Dec 2023)</p> <p>Increased and improved management of EWO and EWO/HOY meetings to pinpoint areas of concern with clear strategies and timelines established. Opportunity to reset expectations with a new EWO appointed for August 2022</p>		<p>Monitor rewards and sanctions drawing data comparisons across a two year period</p> <p>Monitor for whole cohort and consider patterns within groups (gender/Disadvantaged). Identify if additional steps will be required.</p> <p>Detention/exclusion data analysed and compared showing a two year trend</p>	<p>Better and more positive attitudes are seen and therefore students are engaged in a positive way in school thus reducing stress and improving attendance</p> <p>Attendance 2021-22 - Gap between SP and National for Disadv was + and in line with national for non Disadv however at school level the gap was 6%. The aim is to close this to less than 3%</p> <p>School PA is sig below national for all year groups except Y11 where it was 6% above. Aim is to target all PA with new EWO in order to reduce PA across the school by at least 20% bringing it to less than 20%</p> <p>AP attendance to remain in line with school attendance</p>

Health and well-being	<p>The Health and well-being of students may have been impacted by:</p> <ul style="list-style-type: none"> Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement Reduction in physical exercise and opportunities for physical development Poverty, including lack of access to a healthy diet. <p>Students feeling like they do not know what the future holds, focus and aspirational events needed</p>	<p>Continue partnership work with families.</p> <p>DfE resource list for mental well being https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing</p>	<p>Families made aware of additional support in the community via AHOY/Pastoral support .</p> <p>Families also sent link to the FSM application .</p> <p>In order to negate the feeling of some students feeling like they do not know what the future holds a careers and HE fair held and Industry visits planned as well as continued exposure to the unifrog platform and apprenticeships</p> <p>Mental Health lead employed to work full time in school and with families s</p> <p>Behaviour and resilience mentor X1 employed x1 terms for 1 days a week seeing up to 5 students per day</p>	£23 k	<p>School counsellor seeing students</p> <p>Senior mental health worker employed for further support</p> <p>SW/SOL/TH</p>	<p>Students being referred and seen when there is need resulting on help being given. Students are better able to cope</p> <p>Students being referred and seen when there is need resulting on help being given. Students are better able to cope. Families being supported when the need arises</p>
SEND	<p>Risk assessments have impacted on aspects of typical practice, including therapeutic interventions and elements of assessment and review, including EHCP review. For EHCP students, schools may not have been able to meet all aspects of provision.</p> <p>There are currently delays a local authority level in terms of the processing and review of EHCP..</p>		<p>Continue partnership work with families, LA, Joe Dawson (Educational Psychologist provision).</p>	LB/SW	<p>SENCO managing outstanding EHCP's and strategies/advice being shared with teachers</p> <p>New tracker in place</p> <p>New QA in place for students with SEND along with</p>	<p>SEN students are well tracked and monitored with timely, appropriate strategies in place when needed. Management of SEN in school with advice given to staff results in better engagement and reduced sanctions</p>
				<p>Total planned cost: £49 129</p> <p>Left £-2</p>		
Tuition delivered through the NTP can support catch up in a range of academic subjects and help meet the Parent Pledge, the government's promise to ensure evidenced-based support for any child who is behind in English or maths and needs support	<p>To target students who have been identified as being in need of extra tuition. This can include disadvantaged, vulnerable and any other student identified</p>	<p>Funding to target students who have been identified as being most affected academically by the pandemic</p>	<p>STRAND 3: School led tuition</p> <p>Focused English support - 1 staff 9.5 hours working with identified students in Year 7+8 to boost reading and literacy (PMcM)</p> <p>Focused English support - 1 staff 6 hours working with identified students in Year 11 (Ruth Fairley)</p>	<p>£4609 1.5 days per week small group support in Y7+8 English PMcM (50%)</p> <p>£3476 (50%)</p> <p>£3476 (50%)</p>	<p>Monitoring every 4 weeks to include student voice and data</p> <p>Records kept by relevant HOD and senior Leaders</p> <p>Monitoring every 4 weeks to include student voice and data</p>	<p>Data analysis will show an improvement in outcomes for identified students</p>

to reach their potential. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089182/NTP_Guidance_for_Schools.pdf Easter revision classes			Focused English support - 1 staff 6 hours working with identified students in Year 11 (CMcM) Academic mentor Maths;/Science TBC Easter classes for year 11	£3000 £1600	Records kept by relevant HOD and senior Leaders	Data analysis will show an improvement in outcomes for identified students
				Total planned cost £11561 £ 9 left		
16-19 learners who have not achieved a grade 4/5/6 in English and/or Maths	Students who may be demotivated and trying to study for other qualifications	https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund Investment in the L3 programme which includes English/Maths/Science and Media. Focus should be for English and Maths but other subjects can be included in the school plan https://www.st-pauls.leicester.sch.uk/wp-content/uploads/sites/6/2022/06/16-19-Tuition-Fund-Statement-2022-23.pdf	Employment of a 16-19 Student Support Co-ordinator specifically focused on disadvantaged and vulnerable 16-19 year olds impacted by the COVID-19 pandemic.	£2400 TLR	Co-ordinator Line managed by SW	Data analysis will show an improvement in outcomes for students and their confidence will improve as they approach the exams.
Revision sessions	Students not passing English and Maths on more than one occasion.	Employment of existing staff to run after school revision sessions: CMAT wide approach	1 teacher each from English and Maths to run an intensive 4 week revision block (1 hr afterschool) in the run up to November exams	2x £168 (£42 per hour)= £336	Co-ordinated and line managed by AWO	Data analysis will show an improvement in outcomes for students
Online Tutoring in school to support GCSE to A level transition	Students not achieving 4/5/6 in English or Maths, inhibiting their ability to progress	DFE guidance on 16-19 funding guidance: https://www.gov.uk/government/publications/16-to-19-tuition-fund-for-academic-year-2023-to-2024/16-to-19-tuition-fund-2023-to-2024	MyTutor Online tutoring programme for Year 12, A Level students	£3500	Co-ordinated and line managed by AWO/FB	Data Analysis to measure impact and improvement of outcomes

Careers Advisor	Students unsure of career pathways- demotivated	Target of 0% NEETS	External careers advisor to meet with students x2 a year (October and February) to discuss career pathways	£200 daily x twice a year = £400	Co-ordinated and line managed by AWO	Students better-informed about career choices
Revision materials	Students do not feel prepared enough for at home revision	Accessible revision materials	Revision materials (English, Maths and Science revision cards/flash cards) accessible for students to collect from the office	£500	Co-ordinated by AWO	Data Analysis to measure impact and improvement of outcomes
				<i>Total planned cost</i> £7136		
				<i>Total Left:</i> £1420		