

St Paul's Catholic School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Catholic School
Number of pupils in school	1088
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	
Date on which it will be reviewed	August 2023
Statement authorised by	S Conaghan
Pupil premium lead	N Cockcroft
Governor / Trustee lead	F Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,250 £7804 underspend
Recovery premium funding allocation this academic year	£
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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school

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	Persistent absenteeism is higher amongst disadvantaged students than non-disadvantaged students
4	The cultural capital of many students is low, and they are not exposed to enough opportunities to widen their horizons and tap into gifts and talents
5	In line with national data, some PP students do not progress onto Level 4 study in line with non-disadvantaged students' data.

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 their curriculum experience, measured through student voice, analysis of assessment data, learning walks 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'
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 <p>Increased use of homework club by disadvantaged students at KS3</p>
Persistent absenteeism rates decrease amongst disadvantaged students measured through weekly, monthly and termly attendance data.	<ul style="list-style-type: none"> Termly tracking of PA students and the evaluation of effectiveness of actions/interventions.
An increase in disadvantaged students accessing level 4 courses in order to improve life chances and increase social mobility	<p>Using intended destinations data collated over time</p> <ul style="list-style-type: none"> Use of connexions in order to expose disadvantaged to opportunities to level 4 courses and/or training. <p>QA – student voice, learning walks, careers week evaluation, compass evaluation.</p>
Disadvantaged students to be given the opportunity to learn an instrument	100% uptake of peripatetic lessons in current Year 7 rolling into other years

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: £35,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students are able to confidently articulate what they 'know, understand and can do' as a result of ambitious teaching Lead Practitioners	QA during 2021-22 showed a greater level of retrieval practice as curriculum plans were refined and carefully sequenced but this is still not embedded	1
A program of CPD on teaching strategies that develop effectiveness and efficiency of learning in all classrooms.	The quality of classroom teaching is the most vital strategy in improving outcomes for DA students. EEF Pupil Premium Guide, Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)	1
Development of literacy and oracy through the implementation of evidence – based strategies that will impact most directly on DA students. This will focus on disciplinary literacy	Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. EEF Improving Literacy in Secondary Schools. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1695134848	1
Development of excellent classroom practice for individuals by implementation of a structured program of Instructional Coaching for teachers at all careers stages.	In terms of impact on student outcomes, instructional coaching has one of the strongest evidence bases of any form of CPD, Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research	1

To develop meta-cognitive skills to engage with unfamiliar vocabulary	Primary schools report a gap in extended writing, QA shows students are unable to articulate their next steps in learning. 42% of the cohort disadvantaged students (compared with 20% of the cohort of non-disadvantaged students) are below their expected reading age	1
Refined and bespoke support for English students. In-school tutors, Academic Lead and Literacy Lead (£11,600) KMc & PMc 50% of salaries Ruth 50% and Lit Lead TLR	QA and data showed this approach increased student engagement and attainment 2022-23 School staff tuition was more successful than online programmes.	1
Bespoke strategies to support 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 and careers support (£6000) AP top up	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.	5
To ensure that students are offered a rich and challenging curriculum suited to need. Future Pathways (£17,776) College costs	0% Neets amongst all students. Future Pathways cohort are particularly vulnerable post covid.	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase support and mentoring for targeted groups selected by HOY AS	Additional capacity needed following analysis of data on attitudes to school and learning. Mentors will engage with small groups based on need	2,3
Identified students appropriately referred to School Counselor, mentors, early help, Barnardos health shop and a range of other internal and external services. (£27,845) CC inc supervision £1000	A range of complex needs are identified as barriers to learning and self-actualisation	2,3
Continuation of employment for Assistant Progress Leaders who have a specific responsibility for PP students (£9 500) (Salary contribution AW, SA, MB, JCHA)	Mentors act as a positive role model. In general, mentoring builds confidence, develops resilience and character and raises aspirations. (EEF)	3
All PP students in Years 10 and 11 to receive CIAG external Level 6 meetings (£5 000)	PP students are much more 'likely to become NEETs' in Post 16 education. (House of Commons paper: 28th August 2018)	5
Utilise funding to target widening participation visits to Universities to increase aspiration (£4000)	EEF and Sutton Trust data show that experiences in higher education can directly lead to higher aspiration and stronger outcomes for students.	5
Revision Guide purchase for all Year 10 and 11 students for all subjects. (£2500) (Journal to school shop)	Lower P8 and A8 scores against Non PP students across the PP cohort.	1,5
Online learning resources for students and subjects (£19,725)	Access to suitable online resources directly contributable to increased attainment. (Kerboodle, Satchel, GCSEPod, MyMastery, MyMaths, ExamPro, and Educake)	1,5

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

Budgeted cost: £69,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School budget to top up FSM + Breakfast Club (£20 000) (Journal to catering)	Lower attendance rates for PP students caused by illness and lower immunity	1,2
Allocation of funding to include a dedicated Attendance Officer who will focus on reducing Persistent absenteeism (£5 000) VB salary contibution	In 2022-23 37% of PP students had attendance below 90% compared with Non PP students of which only 21% were below 90%.	3
Duke of Edinburgh Award Scheme. To support students with engagement in valuable extra-curricular activities (£3500)	School engagement is very strong and successful with 84 students participating in the Bronze award in 2022. PP students are keen to progress to Silver or engage with Bronze award	4
School Productions To support students participate in whole school cultural capital activities (£2000)	Student voice demonstrates a desire to participate if barriers to attending are removed. Increased cultural capital amongst PP students	4
All students to have a rich and varied experience on World Of Work week (£9000)	Student voice from 2019-22 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.	4,5
PP Choice Spending (£20 000)	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	4,5
Peripatetic music lessons available to students (£10,000)	Learning a musical instrument is a well proven approach to both engaging students in school, improving attendance and giving students the opportunity to be ambitious for themselves	4

Total budgeted cost: £ 173,446

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 2022 to 2023 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 fundi

