

2024-25

St Paul's Catholic School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 1143 (936 in Yrs 7-11) |
| Proportion (%) of pupil premium eligible pupils | 19% (186 students) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-27 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | August 2025 |
| 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 | £187,488 |
| Recovery premium funding allocation this academic year | N/A |
| 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 |
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| 1 | On entry, 28% of the cohort disadvantaged students (compared with 14% 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 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up on lost learning and exams/prospects. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. 58 pupils (15 of whom are disadvantaged, 27% DA compared to 19% of the school community) currently require additional support with social and emotional needs.</p> <p>Analysis of 'low level' behaviour sanctions (DA students are twice as likely as the non-DA peers to receive a detention) demonstrate that students often lack the self-regulation strategies in the classroom to access and manage their learning effectively.</p> |

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| 3 | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-6 % lower than for non-disadvantaged pupils.</p> <p>36.0% (Nat. 47.8%) of disadvantaged pupils have been 'persistently absent' compared to 21.1 % (34.0% Nat.) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 4 | The cultural capital of many students is low (data obtained from year 7 on entry shows this), 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. 75 % of DA students moved onto L4 compared to 77 % of their non-DA peers. |
| 6 | At St Paul's we understand the important of developing strong study habits and homework is an integral part of this. Our less advantaged students are more likely to need support in developing these study habits, and we use several platforms that are easily accessible and to use. This is to work on the statistic that although only 15.3 % of our cohort last year was PP 32% of homework detentions were awarded to DA students. Consequently, we have invested in SatchelOne to allow students to effectively monitor their homework and GCSEpod which is a platform which supports homework and allows students to develop those crucial study skills. |
| 7 | <p>Parents often struggle to fully clothe and equip their child for school; therefore, we have assigned an amount of money that can be used at their discretion. Additionally, this discretionary fund is used for school trips and other forms of enrichment that students would otherwise miss out on if they did not have this fund to fall back on.</p> <p>An additional amount of money is assigned for students at KS4 and 5 to buy them revision materials, should money be a barrier to them accessing these.</p> |
| 8 | <p>Although DA students are making better progress than in previous years, they are still lagging behind their non-DA peers in both English and maths, so interventions in these subjects need to be maintain in the academic year 24-25.</p> <p>2023 GCSE English All -0.3 DA -0.7</p> <p>2024 , All 0.2 DA -0.3</p> <p>2023 GCSE maths All -0.3 DA -0.9</p> <p>2024 All 0.3 DA -0.2</p> |

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 |
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| 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. |
| | 2023 GCSE English |
| | All -0.3 DA -0.7 |
| | 2024 |
| | All 0.2 -0.3 |
| | <ul style="list-style-type: none"> Improved progress 8 scores |
| | 2023 P8 |
| | All 0.2 4.9 |
| | DA -0.8 4.1 |
| | 2024 P8 |
| | All 0.3 5.0 |
| | DA -0.1 4.7 |
| | <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' Interventions used effectively |
| 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 programs and alternative provision for disadvantaged students. | <ul style="list-style-type: none"> Decrease in detentions/isolations and exclusions data. |
| | 23-24 |
| | DA Non-DA |
| | 48.4 % (53/109.5) 51.6 % (56.5/109.5) |
| | 22-23 |
| | DA Non-DA |
| | 57.3 % (82/143) 42.7 % (63/143) |
| | <ul style="list-style-type: none"> DA students have been twice as likely to receive a detention as their non-DA peers and we are looking to reduce this through early intervention and support. Students demonstrate positive attitudes to their learning in student voice (data obtained in Dept Review Exercise) Increased use of homework club by disadvantaged students at KS3 . Pastoral support manager is currently working with several students who fall |

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| | <p>below the threshold for working with either of our mental health leads. The intention of this is to put in place early intervention so that students' issues do not escalate to the point where they require more intensive intervention. This is being trialled to see how effective this is as a strategy.</p> |
| <p>Persistent absenteeism rates decrease amongst disadvantaged students measured through weekly, monthly, and termly attendance data.</p> | <ul style="list-style-type: none"> • Termly tracking of PA students and the evaluation of effectiveness of actions/interventions. Data is generated weekly by VBA to send to HoY to discuss with SLT line manager. |
| <p>An increase in disadvantaged students accessing level 4 courses to improve life chances and increase social mobility</p> | <ul style="list-style-type: none"> • Using intended destinations data collated over time • Use of Connexions to expose disadvantaged students to opportunities on level 4 courses and/or training. • QA – student voice, learning walks, careers week evaluation, compass evaluation. |
| <p>Disadvantaged students to be given the opportunity to learn an instrument</p> | <ul style="list-style-type: none"> • 100% uptake of peripatetic lessons in current Year 7 rolling into other years |
| <p>Students are supported in boosting their mental health by the support of our mental health workers and consequently their attendance and attainment improve.</p> | <ul style="list-style-type: none"> • Attendance to school and lessons improves • Attainment improves • Students develop self-regulation skills and can support themselves using the strategies that they have been taught. |
| <p>Students are supported to complete homework which consolidates their learning in class</p> | <ul style="list-style-type: none"> • Those students who require support are invited to attend homework club. • Attendance is regular and sustained • Detentions for homework decrease for those students who attend homework club. |

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: £37,019

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Review/ Evaluation |
|---|--|-------------------------------|---|
| Students are able to confidently articulate what they 'know, understand and can do' as a result of ambitious teaching Lead Practitioners | QA during 2023-24 showed a greater level of retrieval practice as curriculum plans were refined and carefully sequenced but this is still not embedded | 1 | QA for 25-26 will focus specifically on retrieval practice amongst PP students to ensure that the pedagogy is consistently embedded across all year groups. |
| 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 | CPD for 24-25 did not meet the needs of all staff due to the varying skill level and expertise which exists within the staff body. 2025-26 CPD is tailored, planned and personalized to meet the needs of staff both inside the classroom in relation to pedagogy for PP students and outside of the classroom in relation to building relationships and supporting the holistic needs of our vulnerable students. |
| 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 | This year instructional coaching has been used with numerous teachers to support and enhance their practice. This has worked in two strands; a number of staff have volunteered to be coached as part of their desire to improve their practice but another group has been coached because quality assurance showed that a small number teachers need extra support to enable them to support the needs of all students in their classrooms. In both cases, improvements in |

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| | | | practice has been seen and consequently, this benefits our disadvantaged students most as they are the students for which the quality of teaching has the greatest effect. |
| 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 | Results at GCSE were much improved in English language and continue to show incremental improvements. A8 score for English Language in 2024 was 5.1 and in 2025 5.8. Language acquisition continues to be a key driver in securing PP success. |
| Sparx maths To develop better study skills to support progress in maths through the introduction of (£1600) | Sparx Maths - Impact | | GCSE results for maths were improved from 4.9 to 5.1. The improvement in the number of students obtaining a pass grade in maths ensures that students, including those who are PP are able to access level 3 courses post-16. |
| Developing more effective literacy skills for all through Form time reading (with CPD for staff) Fresh start phonics programme for our weakest readers (£934) Using Sparx Reader to maintain positive reading habits across KS3 (£3000) Reading across the curriculum (with CPD for staff) | At St Paul's we recognise that fluency in reading is an essential skill for students to have to enable them to produce excellent outcomes. Consequently, we have a comprehensive program of strategies around literacy and reading. These strategies are evidence-based on the articles below. Why focus on reading fluency? EEF 2. About Fresh Start - secondary schools - Ruth Miskin Literacy Sparx Reader - Home EEF Blog: What do we mean by 'disciplinary literacy'? EEF | 1 | Phonics programme shows an average reading age improvement of 1 year and 1 month across all students. Continue form time reading as research shows that students who have positive reading skills modelled to them are more likely to engage in reading for pleasure and therefore raise their literacy levels. |

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| | EEF KS3 KS4 LITERACY POSTER.pdf | | |
| Literacy Lead TLR (£7568) | QA and data showed this approach increased student engagement and attainment 2022-23 School staff tuition was more successful than online programmes. | 1 | Continue with strategy – please see above. |
| Alternative Provision (part funded, 60k from pooled) 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 (£5k) | 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 appropriate courses providing a bespoke curriculum. Adapted curriculum for those students who cannot cope with the standard pathway at GCSE. Salary contribution for the FP teacher who leads and delivers the programme for 15 students. | 5 | Success in qualifications – give examples. 0% neet from AP group. Attendance improvements. All alternative provision students from 24-25 gained a qualification. One of these students gained a grade 4 in English and maths. All other students gained a functional skills qualification in English and/or maths, alongside a qualification from the course which is carefully tailored to suit their needs and future aspirations. No AP students for 24-25 are NEET. Attendance data shows a significant improvement in attendance for all students, compared to that of the data when they were in a mainstream setting full time. |
| Future Pathways Curriculum To ensure that students are offered a rich and challenging curriculum suited to need. Future Pathways (£20k) | 0% Neets amongst all students. Future Pathways cohort are particularly vulnerable post covid. | 5 | |
| Bespoke strategies and interventions to support PP student who are also EAL | 37% of PP students are also EAL. EAL coordinator to lead interventions. | 1 | Interventions to continue. 38% figure of PP students are EAL (25/26) and therefore strategy to continue. Data show that improved acquisition of the English language correlates with an |

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| | | | improved level of engagement with the curriculum. |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,193

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Review/ Evaluation |
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| AHOY salary contribution To increase support and mentoring for targeted groups selected by HOY (£14529) | Additional capacity needed following analysis of data on attitudes to school and learning. Mentors will engage with small groups based on need | 2,3 | Extra capacity has proven successful. Reduction of repeat offenders for suspension/and a reduction of 60% C4 isolation events. The reduction in significant behaviour incidents across year groups demonstrates an effective use of AHOY to support challenging behaviour in some students who are PP. |
| School Counsellor and Mental Health worker (£45k) | A range of complex needs are identified as barriers to learning and self-actualisation | 2,3 | QA shows that Disadvantaged students benefitted enormously from this service. 52 students accessed a one to one series of appointments; PP students targeted for specialised group sessions to develop self regulation techniques. A whole school approach including assemblies on a range of mental health contributors such as sleep deprivation and online behaviour for instance; along with form time activities and special recognition days, raises the profile and education of mental health (student voice QA) across the whole school community thus benefitting the PP students particularly. |
| CIAG external Level 6 meetings, Y11 (£3167) | PP students are much more 'likely to become NEETs' in Post 16 education. <u>(House of Commons paper: 28th August 2018)</u> | 5 | This service allows PP students to have access to detailed and tailored career |

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| | | | advice which encourages raising aspirations of PP students and ensuring that they are applying for appropriate courses post-16. Strategy to continue given positive need figure. |
| Career fairs (£1667) | EEF and Sutton Trust data show that experiences in higher education can directly lead to higher aspiration and stronger outcomes for students. | 5 | See above – this is an opportunity to raise aspirations for PP students and expose them to wider opportunities that they may not have considered. 4 PP students secured a place at a Russell Group university. 13 out of 14 secured a university place. |
| Online learning resources for students and subjects (£15600) | Access to suitable online resources directly contributes to increased attainment. Kerboodle, Satchel, GCSEPod, MyMastery, MyMaths, ExamPro, Educake, National College, Schoolcloud, TenTen, Seneca Learning | 1,5 | QA shows that students engage well with online platforms. Streamed for 2025-26 to reflect the platforms which have the greatest impact. The following platforms will not be renewed: My mastery My maths Educake |
| Homework Club salary contribution (£3353) | To enable access to targeted support after school. PP students are less likely to be supported or have access to resources at home. | 1,5 | PP students require somewhere to work to ensure that they have ample opportunity to complete homework. Disadvantaged families (according to research) often do not have the space at home appropriate to the completion of homework. Disadvantaged |

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| | | | students who do not complete homework are targeted to attend homework club. |
| Easter School Year 11 (£3000) | A successful strategy from 2023-24. With targeted support and teaching leading up to the examination period | 1,5 | Strategy to continue – as above. PP students have less access to learning resources at home and family support can, at times, be limited. Access to positive learning environment needed. |

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

Budgeted cost: £52,789

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Review/ Evaluation |
|--|--|-------------------------------|---|
| School budget to top up FSM + Breakfast Club (£15K) | Lower attendance rates for PP students caused by illness and lower immunity | 1,2 | Research shows the importance of good nutrition being linked to learning outcomes. PP students have the opportunity to have breakfast, as well as being provided with options of hot or cold food at lunch time. Cost of living impacts food costs for families and PP families are therefore more dependent on meals being provided at school. |
| 20% salary contribution VB Allocation of funding to include a dedicated Attendance Officer who will focus on reducing Persistent absenteeism (£3333) | In 2023-24 40% of PP students had attendance below 90% compared with Non PP students of which only 20% were below 90%. | 3 | Persistent AP continues to be a driver in our attendance policy, particularly for PP students. 50% of PP students are under 90% attendance and 36% are under 85% attendance. These figures need reducing in line with national PA figures for PP to improve life chances |
| Duke of Edinburgh Award Scheme. To support students with engagement in valuable extra-curricular activities (£1000) | School engagement is very strong and successful with 84 students participating in the Bronze award. PP students are keen to progress to Silver or engage with Bronze award | 4 | Strategy to continue. Extra curricular activities are shown to be crucial for the development of wider employability skills. Research shows that PP students often lack opportunities and funds to support these. |
| School Productions To support students participate in whole school cultural capital activities | Student voice demonstrates a desire to participate if barriers to attending are removed. Increased cultural capital amongst PP students | 4 | See above – 19% of students who took part in productions were PP. Ambition to increase this in |

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| (£1600) | | | 2025-26 by targeting PP students and obtaining student voice to understand barriers. |
| Y10 Work Experience All students to have a rich and varied experience on World of Work week (£6000) | Student voice from 2023-24 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 | Rising costs have impacted on the quality of provision provided on WOW week. 24-25 saw a reduction in opportunities for students to participate in industry days. Traditional work experience model in 2025-26 to be implemented. |
| PP Choice Spending (£12667) | 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 | Analysis of PP choice spend shows that students utilise the funding on a range of different aspects which support their school experience: trips, stationary, uniform, prom etc – strategy to continue |
| Peripatetic music lessons available to students (£6666) | 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 | Number of students accessing these lessons has reduced. Parent feedback to show that parents would be willing to contribute to cost if students were to continue with lessons. |
| 35% Pastoral Support salary contribution TH Identified students appropriately referred to Pastoral support for a range of internal and external services and interventions (£5523) | A range of complex needs are identified as barriers to learning and developing good learning habits. | | Pastoral support worker redirected for 25-26. Pastoral support process to be centralised and led by pastoral support worker in order to reduce the escalation of the PSP students and ensure that the support is tailored and effective. |
| Laptops (£2667) | Student voice shows that accessing ICT at home for | 6,7 | Analysis shows that laptops are no longer an |

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| | home learning and progress is a significant barrier | | immediate need for PP students due tot he lack of requests and lack of demand in 2024-25. |
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Total budgeted cost: £ 148,001

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 2023 to 2024 academic year.

KS4 outcomes

Of the 182 students who were entered for GCSEs at the end of year 11 at St Paul's Catholic School in summer 2024, 33 (18.1%) were disadvantaged, a similar size cohort to last year (19.6%)

The Progress 8 score for disadvantaged students was -0.21, compared with +0.50 for not-disadvantaged students (+0.30 for all students). The results continue with a three year upward trend.

The Attainment 8 score (A8) for disadvantaged students was 43.2, compared with 53.0 for not-disadvantaged. The results continue with a three year upward trend.

The number of students achieving **5 grade 5 GCSE's including English and Maths** was up to 40% up from 25% in 2023.

The number of students achieving **5 grade 4 GCSE's including English and Maths** was up to 63% up from 53% in 2023.

Source:

Key stage 4 performance, Academic year 2022/23 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

Attendance

Attendance is reported by FFT Aspire for FSM6 (those who have received school meals in the last 6 years). Last year this was 88.5% which is significantly higher than national for PP. (3.1% higher) and is significantly higher than national in all year groups.

There are a small number of PP families where there is persistent absence. The Assistant Principal and the Pastoral Teams work with any relevant external agencies to target PP students with Persistent Absence and are working with families to ensure attendance is a priority.

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 |
|-----------|----------|
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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

