Pupil premium strategy statement: St Paul's Catholic College

1. Summary information					
School	St Paul's Catholic College				
Academic Year	2020/2021	**Total PP budget**	*136.395* (yrs 7 to 13 inclusive)	**Date of most recent PP Review**	October 2020
Total Number of Pupils	1237	**Number of pupils eligible for PP**	137	**Date for next internal review of this strategy**	October 2021

2. Current attainment		
	Pupils eligible for PP (your school)	*National Average Pupils not eligible for PP (National Average Pupils eligible for PP)*
% achieving 5+ incl. EM (2019/2020) Strong Pass	43%	**50% (24% *national average for pupils eligible for PP*)**
Progress 8 score average (from 2019/2020)	0.47	**0.13 (-0.45 *national average for pupils eligible for PP*)**
Attainment 8 score average (from 2019/2020)	47.00	**50.15 (36.54 *national average for pupils eligible for PP*)**

- 74% of students eligible for the Pupil Premium funding were lower or middle ability compared to 44% of non-Pupil Premium Children. Prior attainment upon entry to the school of this group resulted in less students being expected to achieve a grade 5 or above. The highest achiever in the whole year group was Pupil Premium with an Attainment8 score of 8.9.

3. Barriers to future attainment (for pupils eligible for PP including high ability)
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Quality of homework and independent work/revision for individuals that are impacting on their outcomes.

Year Group (Total students)	HW negatives for PP as a % of cohort
Year 7 (211)	23%
Year 8 (208)	24%
Year 9 (204)	17%

Year 10 (207)	23%
Year 11 (174)	28%

B.	Resilience of students – wellbeing.
C.	Students' exposure to different reading materials – whole school focus on reading to build cultural capital.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	**Attendance** – data shows that our pupil premium learners have lower attendance than other students.

Year Group (Total students)	Average % Attendance 20/21
Year 7 (211)	95.7
Year 8 (208)	94.4
Year 9 (204)	90.3
Year 10 (207)	91.5
Year 11 (174)	92.5

This reduces their school hours and causes them to fall behind on average.

E.	Pupil premium children have engaged less well with remote learning than other students on average. The tabulated data shows this.

Year Group	% Pupil Premium	% of students with poor engagement who were PP
10	19%	27%
9	16%	21%
8	13%	20%
7	13%	34%

4. Outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Students who receive the disadvantaged funding to be supported, where required, to revise and to complete homework and other out of class learning. Students underachieving to be mentored/ supported to revise for GCSE exams so that they are able to succeed to their full potential.	Overall progress of Pupil Premium students. Internal measures of completion of homework to have no gap between disadvantaged and non-disadvantaged.
B.	Students to feel supported and able to cope at times of stress/worry. Students' attendance and outcomes should then be increased.	Percentage of Persistent absence to be low for Disadvantaged learners. Tracking to show positive impact on wellbeing for students.
C.	Outcomes in English Language to improve for disadvantaged learners.	English Language value added to be in line with other core subjects.
D.	Raise Pupil Premium attendance so that it is line with national averages for all pupils.	Percentage attendance and percentage Persistent absence Disadvantaged and FSM to be significantly above expectations nationally.

E.	Reduce underachievement for PP learners who have not engaged with lockdown learning.	Underachievement of this group in assessment 1 of the academic year to be reduced by the end of year assessments.

5. Planned expenditure

Academic year	2020-2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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?
Staff understand the specific needs that some disadvantaged students have and how to support these within the classroom.	• Whole staff approach to removing barriers to learning for those students who are disadvantaged. • Whole staff training on disadvantaged students. • Heads of Year track/liaise with staff where students are underachieving and plan individually for how to remove these barriers. • <u>Smaller class sizes in core subjects to allow staff more one to one time with individuals who need additional time.</u>	All staff need to be aware of how they can ensure they support these students on a day to day basis in the classroom to work alongside these extra lessons and homework clubs.	Half Termly reporting of progress is monitored to ensure that we are on track to meet our goals. Learning walks and lesson observations ensure the extra time is used effectively and that in all other lessons disadvantaged students are making good progress.	L Davies	October 2021
Outcomes in English Language to improve for disadvantaged learners.	• Literacy activities weekly in tutor time throughout years 7 to 9 – increasing complexity and variety in texts to build a greater cultural understanding. • Ensure all literacy based subject departments are teaching literacy skills explicitly in lessons • Individual Interventions (students and parents involvement)	Data shows the wider students read for understanding the greater the development in their vocabulary. Literacy underpins all curriculum areas and so will have the biggest impact if it isi improved.	Action plan specifically for literacy which is reviewed via Leadership/Governor Meetings.	D Wood	April 2021
			Total budgeted cost		£80,439

ii. 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?

Students who receive the disadvantaged funding to be supported, where required, to revise and to complete homework and other out of class learning. Students underachieving to be mentored/ supported to revise for GCSE exams so that they are able to succeed to their full potential.	• Homework Booster for students struggling. • Catch Up funding used for small group tuition lessons. • Staff training and tight systems to help communicate with parents. • Additional maths and English lessons for targeted students – reduced curriculum. • Additional small group intervention lessons held outside of school day. • Mentoring from senior staff and via pastoral structure. • Other after school clubs. • Smaller group sizes in English and Maths in KS4. • Whole staff approach to removing barriers to learning for those students who are disadvantaged. • Educational trips. • Revision books and resources given to pupil premium students.	Small group intervention has historically significantly raised achievement at GCSE. Ensuring that the pupil premium students who need to attend are targeted for this support will result in the same outcomes for them. Mentoring ensures that staff have responsibility for the bigger picture for each individual child. Staff can motivate and guide these students to ensuring that they keep on track to achieve. Mentoring will also ensure that the students know best how to prepare for exams outside of school.	Regular assessment and review of the effectiveness of the small group intervention.	Louisa Davies	Termly
Raise Pupil Premium attendance so that it is line with national averages for all pupils.	• One to one mentoring in school from councillor and youth workers. • EWO employed for 2 further days per week to tackle absence. • Breakfast club. • Ensure there are no practical barriers that dissuade students from coming to school such as ingredients for food lessons etc… • Ensure PP students are fairly represented within reward initiatives and praised for good attendance. • Engagement with hard to reach parents.	When we ensure that students are well looked after and know that staff care/support them, they are more likely to attend school. Rigorous follow up from absence and communication with parents to avoid it again are essential to tackling pupil absence.	Attendance tracking sheets. Half termly data pulls to ensure that Disadvantaged attendance is above 95%. HOYs are held to account via LT.	L Davies	Jan 2021

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		Total budgeted cost	£39,049

iii. Other approaches

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?
No student to have a financial barrier to being fully equipped/ resourced for full engagement in school life.	• Financial support for educational trips and visits/ revision resources or other curriculum resources.	• We want to ensure that all students have the same access to enrichment activities beyond the curriculum.	• Staff Training/HOY tracking of individual achievement.	L Davies	Termly
			Total budgeted cost		£16,911

6. Additional detail

See also Catch Up Statement.