

Pupil premium strategy statement – St Paul’s Catholic College

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1337
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	01.12.23
Date on which it will be reviewed	<i>Progress to outcomes reviewed annually</i> Policy reviewed 01.11.26
Statement authorised by	James Mc Nulty
Pupil premium lead	Louisa Davies
Governor / Trustee lead	Claire Cowdery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133,517
Recovery premium funding allocation this academic year	£ 37,812
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 171,329

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to raise the ambition, attainment, self-esteem, and resourcefulness of students receiving the pupil premium funding, so that they achieve excellent outcomes comparable with their peers and make a successful transition to the next phase of learning.

Key priorities:

- To have high expectations of each individual learner whether Disadvantaged or non-Disadvantaged.*
- To raise the achievement of Disadvantaged students.*
- To continue to aim to exceed National figures for % achieving English and Maths and P8 averages and to close the gap between Disadvantaged students and their non-Disadvantaged peers (attainment and progress), working towards a smaller gap at St Paul's Catholic College than national across all GCSE measures.*
- To increase the self-esteem, confidence and ambition of Disadvantaged students by enhancing their cultural capital, ensuring they have access to a wide range of opportunities including trips, curriculum Raising Achievement events and Personal Development experiences.*
- To work effectively and closely in partnership with the parents of Disadvantaged students.*
- To aim for no NEETS by providing high quality Post 16 guidance, advice and support from members of the LT.*
- To improve attendance rates of Disadvantaged students through individual or group initiatives.*

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	Quality of homework and independent work/revision for individuals that are impacting on their outcomes.					
	Year Group (Total students)	Average HW negatives for PP/all students 2022/2023				
	Year 7	6.3/2.5				
	Year 8	4.0/2.0				
	Year 9	12.9/6.9				
	Year 10	25.1/11.4				
Year 11	5.0/7.0					
2	Resilience of students – wellbeing					
3	Students' exposure to different reading materials – whole school focus on reading to build cultural capital.					
4	Attendance – data shows that our pupil premium learners have lower attendance than other students.					
	Year 7 to 11	2018 - 2019	2019 - 2020	2020 – 2021	2021 – 2022	2022-2023
	Overall Attendance	96.7%	96.6%	96.2%	94.5%	95.1%
	Pupil Premium	95.2%	94.1%	92.8%	92.3%	92.8%
		This reduces their school hours and causes them to fall behind on average.				

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
To be inclusive and holistic in ensuring that our Pupil Premium students have the same experience as their peers by providing study materials as required.	Attendance and exam outcomes to match that of non-PP students.
To improve the attendance of disadvantaged students to match that of non-disadvantaged students.	A reduced gap in PP/ non PP attendance – 92.8% PP / 95.1% in 2022-23. Reduce the number of PP students recorded as 'persistent absence' to below national levels.

To expose our disadvantaged students to a range of experiences to enhance their cultural capital.	PP students' Attainment 8 outcomes to match those of their non PP peers - Summer 2022-2024.
To provide effective curriculum intervention for lost learning during the COVID lockdowns.	PP students' Attainment 8 outcomes to match those of their non PP peers - Summer 2022-2024.
To ensure a high-quality climate for learning and increase the opportunities for all students including PP	Learning Walks show that all learners are progressing within lessons. Formal Lesson observations to show good or better progress for all students.
To ensure that all Pupil Premium students have appropriate destinations post 16 through our CEIAG program.	None of our PP students to be classed as NEET at the end of their time at St Paul's Catholic College.

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: £100, 781. 24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Whole staff approach to removing barriers to learning for those students who are disadvantaged. Whole staff training on disadvantaged students. Heads of Year track/liase 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. This is where the majority of the budgeted cost will be spent.</u> 	The outcome data for disadvantaged students from previous academic years indicates that this strategy is effective. (See the review of 2023/2023 strategy on the school website).	
<ul style="list-style-type: none"> 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) 	The outcome data for disadvantaged students from previous academic years indicates that this strategy is effective. (See the review of 2023/2023 strategy on the school website).	

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

Budgeted cost: £ 49, 131. 16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>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.</p>	
<p>Raise Pupil Premium attendance so that it is line with national averages for all pupils.</p> <ul style="list-style-type: none"> • 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. 	<p>When we ensure that students are well looked after and know that staff care/support them, they are more likely to attend school.</p> <p>Rigorous follow up from absence and communication with parents to avoid it again are essential to tackling pupil absence.</p>	

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

Budgeted cost: £ 21 416. 60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>No student to have a financial barrier to being fully equipped/ resourced for full engagement in school life.</p> <ul style="list-style-type: none"> Financial support for educational trips required as part of the child's curriculum and visits/ revision resources or other curriculum resources. 	<p>Being unable to access appropriate learning resources has been shown historically to have a negative impact on learners.</p>	

Total budgeted cost: £171, 329

Part B: Review of the previous academic year – see separate document on the school website for 2022/2023

Outcomes for disadvantaged pupils

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils