



# Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 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	1852
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24 2024/25
Date this statement was published	Advent Term 2023
Date on which it will be reviewed	Advent Term 2024
Statement authorised by	Jo-Anne Hoarty
Pupil premium lead	Greg Maw
Governor Lead	Hetsie Cronje

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£380,880
Recovery premium funding allocation this academic year	£133,743
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£514,623</b>

# Part A: Pupil premium strategy plan

## Statement of intent

***Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. If anyone speaks, they should do so as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides, so that in all things God may be praised through Jesus Christ. Peter 4:10-11***

At St Paul's we are committed to the care and success of every pupil in a way that is rooted in the values of the Gospel. While we expect pupils to set themselves high standards in all that they set out to do, we realise that there are times when they may need additional support for them to achieve their best. We aim to support and guide pupils, and their families, to make good choices and decisions so that all pupils are able to fulfil their potential regardless of their personal circumstance and background. In making the most of the opportunities offered by St Paul's, it is envisaged that our pupils will lay solid foundations for their academic, emotional, personal and spiritual development and be prepared to confidently take up their place in the adult world. The support that school is able to provide is further enhanced for some pupils by the targeted and effective use of Pupil Premium funding.

The Pupil Premium is additional funding that is designed to help children from low income families and other disadvantaged pupils of all abilities to perform better. The intention is to raise the attainment of disadvantaged pupils and in doing so, close the gap between them and their peers, and as a consequence, improve their future life choices and

***Now there are varieties of gifts, but the same Spirit. And there are varieties of ministries, and the same Lord. There are varieties of effects, but the same God who works all things in all persons.***  
Corinthians 12:4-6

At St Paul's we celebrate the individuality of each and every child and recognise that God is present in every member of our school community. We aim to develop the whole child so that they will be able to make a meaningful contribution to society. We know that no one child is the same, that children develop at a different pace and that at times young people and their families require more bespoke support.

In each year group there is a Chaplaincy and Pastoral Leader who is able to offer the children in their care the necessary time and expertise to meet their varied needs. St Paul's recognises the need to engage families and to work in partnership to achieve the best outcomes for their children. Relationships and the knowledge of individual children are key in building trust and allowing for early intervention. School is fortunate to have the service of a very experienced school counsellor from whom our pupils benefit in terms of the advice and support he is able to provide. There is also an onsite medical team who not only provide for the children's physical health, but also support pastoral staff in promoting good mental health and wellbeing strategies. All pupils are attached to their

own academic mentor and where appropriate, more targeted intervention takes place to address specific need.

We believe that Pupil Premium Funding should be used to impact the wider school. However in meeting our aim of ‘diminishing the gap’ between those pupils eligible for pupil premium and their peers, funding will be specifically tailored to meet the particular needs of individual pupils; this will be in addition to, and potentially in different ways, from our other intervention programmes.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>There are a number of nuanced barriers to learning experienced by our pupil premium children. This results in significant underachievement in individual pupils.</p>
2	<p>Prior to the pandemic and indeed in 2023 outcomes, there were gaps in the achievement of Pupil Premium children and the rest of the cohort (see summary below). The gaps were evident in both progress and attainment and more pronounced in pupil premium boys. Refer to External Examinations Report &amp; Achievement Analysis 2021, 2022 &amp; 2023.</p> <p>Our Pupil Premium children have gaps in their learning due to the global pandemic. This is particularly pronounced in their literacy and numeracy skills. PC3/External Examination Results Achievement Analysis 2023 indicated that:</p> <ul style="list-style-type: none"> <li>• In Year 7, in English the progress of disadvantaged pupils is good. There is a gap as disadvantaged pupils are making -0.18 (-0.14 PC2) less progress than their peers. In Maths there is a gap at -0.13 (-0.13 PC2).</li> <li>• In Year 8, in English the progress of disadvantaged pupils is good. There is a no gap as disadvantaged pupils are making +0.15 (+0.12 PC2) more progress than their peers. In Maths there is a gap at -0.16 (-0.18 PC2).</li> <li>• In Year 9, the progress of disadvantaged pupils in English is good. There is no gap as disadvantaged pupils are making -0.05 (-0.03 PC2) more progress than their peers. In Maths there is a slight gap at -0.35 (-0.21 PC2). Key Accountability measures for disadvantaged pupils indicate a gap of -7% (3% PC2) at Grade 9-5 Ma/En. The average Ebacc score for Disadvantaged pupils is 2.4 (2.2 PC2) compared to 3.0 (2.7 PC2) for the cohort. The Progress 8 score is -1.56 (-1.71 PC2), below the cohort which is at -1.48 (-1.74 PC2).</li> <li>• In Year 10, in English there is a slight gap in the progress of disadvantaged pupils. They are making -0.34 (-0.35 PC2) less progress than their peers. In Maths the gap is -0.27 (-0.23 PC2). Key Accountability measures for disadvantaged pupils indicate gap of 11% (-11% PC2) at Grade 9-5 Ma/En.</li> </ul>

	<p>The average Ebacc score for Disadvantaged pupils is 3.1 (2.9 PC2) compared to 3.7 (3.4 PC2) for the cohort. The Progress 8 score is -1.17 (-1.44 PC2), below the cohort which is at -1.01 (-1.17 PC2).</p> <ul style="list-style-type: none"> <li>• In Year 11 external examinations, the progress of disadvantaged pupils was lower than the cohort. In English there was a gap as disadvantaged pupils have made -0.13 less progress than their peers. In Maths the gap was at -0.32. Key Accountability measures for disadvantaged pupils indicate a gap of -14% at Grade 9-5 Ma/En. The average Ebacc score for Disadvantaged pupils was 3.4 compared to 4.1 for the cohort. The Progress 8 score was -0.50, below the cohort which was at -0.33.</li> <li>• In Year 12, Disadvantaged students are making progress slightly above their peers with a VA score of -0.39 (-0.57 PC2).</li> <li>• In Year 13, Disadvantaged students made progress above their peers with a VA score of -0.38.</li> </ul>
3	<p>Data is triangulated between the DfE services, FFT services, and in-school data. Although methodologies vary slightly trends are consistent. Attendance rates for pupil premium children in 2022/23 were below the rest of the cohort but significantly higher than national averages. The attendance gap between PP and Non-PP grew slightly during this academic year. Intervening and supporting to arrest the rise in school level, local and national persistent absenteeism remains the key aim for PP and Non-PP pupils.</p> <p><b>FFT Data:</b></p> <ul style="list-style-type: none"> <li>• Year 7 Not PP 95.3% (+0.9% compared to national), Pupil Premium 91.1% (+2.4% compared to national)</li> <li>• Year 8 Not PP 94.5% (+1.4% compared to national), Pupil Premium 92.5% (+6.4% compared to national)</li> <li>• Year 9 Not PP 93.9% (+1.8% compared to national), Pupil Premium 90.7% (+6.5% compared to national)</li> <li>• Year 10 Not PP 92.9% (+1.1% compared to national), Pupil Premium 88.3% (+5.2% compared to national)</li> <li>• Year 11 Not PP 92.6% (+1.2% compared to national), Pupil Premium 91.6% (+8.7% compared to national)</li> <li>• Overall Not PP 93.9% (+1.3% compared to national), Pupil Premium 90.8% (+5.6% compared to national)</li> </ul> <p><b>DfE Data:</b></p> <ul style="list-style-type: none"> <li>• St Pauls was ranked highest for the attendance of PP pupils when compared to local secondary schools.</li> <li>• Year 7 [there is an error with this data]</li> <li>• Year 8 Not PP 95.3%, Pupil Premium 91.8%</li> <li>• Year 9 Not PP 94.3%, Pupil Premium 91.6%</li> <li>• Year 10 Not PP 94%, Pupil Premium 91.2%</li> <li>• Year 11 Not PP 95.3%, Pupil Premium 91.1%</li> <li>• Overall Not PP 91.1% Pupil Premium 90.4%.</li> </ul>
4	<p>Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort. Teacher reports, Learning Walks, Pupil Forums/Surveys and Independent Learning completion rates across all year groups provide evidence of this.</p>

5	Parental engagement is not as evident with some families for who Pupil Premium funding is applicable. This is evident through attendance figures to parents' information evenings and mentoring appointments.
6	Pupil Premium children may have lower aspirations and ambitions for their future lives beyond St. Paul's. This is evident from teacher reports, careers activities and initial pupil discussions regarding UCAS applications.

## 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
Barriers to Learning have been identified and steps taken to remove these barriers.	<ul style="list-style-type: none"> <li>Barriers to learning for all pupil premium children have been identified and strategies in place to address these barriers.</li> <li>An individualised approach is taken to meet the identified needs of each pupil premium pupil which may include personalised mentoring, individual or small group intervention and tutoring.</li> </ul>
To narrow the gap in progress and attainment between the cohort and disadvantaged pupils. Gaps in the learning of pupil Premium children have been identified and addressed throughout the curriculum.	<ul style="list-style-type: none"> <li>Internal data indicates that we are diminishing the difference in the achievement of pupil premium pupils. This will include progress check data and accelerated reader tracking. The gap in progress 8 measures for disadvantaged pupils is narrowed significantly.</li> <li>The gap in attainment measures for disadvantaged pupils is narrowed significantly.</li> <li>The attainment and progress of disadvantaged boys is improved.</li> </ul>
To increase the attendance rates for pupil premium children.	<ul style="list-style-type: none"> <li>The number of persistent absentees among pupil premium pupils is reduced.</li> <li>Overall attendance for pupil premium children returns to above 96% in line with the previous attendance of the rest of the cohort.</li> </ul>
To ensure that Pupil Premium children have the same access to educational resources and experiences as the rest of the cohort.	<ul style="list-style-type: none"> <li>Additional support and resources are provided for pupil premium pupils to secure higher levels of engagement and achievement.</li> <li>Pupil premium pupils are targeted for inclusion in events and trips.</li> </ul>
Parental engagement is strong with families for who Pupil Premium funding is applicable.	<ul style="list-style-type: none"> <li>Attendance and engagement at parent information evenings and mentoring appointments is similar to that of parents of the rest of the cohort.</li> <li>Pastoral Teams build strong relationships over time with pupil premium families.</li> </ul>
Pupil Premium children may have lower aspirations and ambitions for their future lives beyond St. Paul's.	<ul style="list-style-type: none"> <li>Pupil premium pupils are targeted for inclusion in university trips and open days.</li> <li>Pupil Premium pupils are prioritised for early careers interviews.</li> </ul>

	<ul style="list-style-type: none"><li>• Pupil premium pupils are provided with additional support when exploring Unifrog and work experience opportunities.</li><li>• Parents are engaged in discussions about future aspirations and wider possibilities.</li></ul>
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## 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: £224,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Leadership and Management Time</u></b> Time is provided for all leaders to identify specific needs, plan robust actions and evaluate the impact of these actions. This includes time for TLR holders within each Department and support provided by our Pastoral Manager. It also includes leadership time for our Data Manager to analyse key information and assess the impact of our work.</p>	<p>'Spending money on increasing leadership capacity and securing high quality professional development to ensure excellence are critical' <i>pg 50 The Pupil Premium Marc Rowland 2015</i></p> <p>'Leaders set the agenda and vision and follow that vision relentlessly. Leadership ensures the disadvantaged pupils have a high profile across their school. A light is shone on them' <i>pg 79 The Pupil premium Marc Rowland 2015</i></p> <p>'When leadership is poor, the most vulnerable are disproportionately affected' <i>pg 79 The Pupil Premium Marc Rowland 2015</i></p> <p>'Leadership needs to instil a relentless sense of follow up, whatever the activity Being evaluated'. <i>Pg85 The Pupil Premium Marc Rowland 2015</i></p> <p>Dedicated time for TLR holders to track progress of disadvantaged students - an activity that Chadwell Heath school have championed. They are identified as one of our high performing families of schools. 2020-2021</p>	<p>Challenge 1 to 6</p>
<p><b><u>Curriculum Support</u></b> A proportion of all Department Development Plan funding is to be attributed to the support of the educational needs of Pupil Premium children throughout the school and within all</p>	<p>"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people" The DfE Code of Practice 2015</p>	<p>Challenge 1 to 6</p>

<p>departments. Specific actions are contained within each department development plan.</p>		
<p><b><u>Specific Capitation Projects</u></b>  While Curriculum Support covers a broad number of strategies in terms of developing high quality teaching and learning experiences, departments are also encouraged to bid for funding to provide additional and specific resources to support the needs of Pupil Premium Students in their subject areas. Staff are asked to be imaginative and creative in their approach to Pupil Premium spending in order to improve academic performance and support the achievement of the priorities outlined above. Departments during the 2023-24 financial year have requested funds for a variety of projects.</p> <p>School will aim to provide an active programme of events to raise aspiration and support the motivation of students in establishing longer term goals to improve the quality of future life options and decisions. We will continue to encourage Pupil Premium children to take up opportunities to raise their awareness of higher education, apprenticeships as well as the world of work.</p>	<p>“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people”  The DfE Code of Practice 2015</p>	<p>Challenge 1,2,4 &amp; 6</p>
<p><b><u>Assessment</u></b>  Diagnostic assessment of pupils to determine starting points and gaps in learning</p>	<p>Feedback very high impact for very low cost based on extensive research. EEF Oct 2021</p>	<p>Challenge 1 &amp; 2</p>
<p><b><u>CPLD</u></b>  Middle Leader Conference to review and plan next steps in curriculum planning for accelerating academic progress.</p> <p>Ensure all departments have access to high quality CPLD that keeps them up to date with strategies for recovery of academic learning in the classroom.</p>	<p>‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people’  The DfE Code of Practice 2015</p> <p>Moderate impact for moderate cost based on moderate evidence. EEF Oct 2021</p>	<p>Challenge 1 &amp; 2</p>



Enable TAs and other support staff to qualify to offer school led tutoring		
<b>Homework Support</b> Sixth Form Study Assistants	Study Assistants in post to support vulnerable learners after school in the library on a daily basis.	
<b>Administration Time</b>	A new administrative role has been created to support our most vulnerable children in the behaviour and safeguarding hub.	All

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

Budgeted cost: £83,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>EAL Support</u></b></p> <p>EAL continues to provide further support to help students to overcome the language barrier and succeed in their learning. Where English is a particular concern more intensive work is undertaken to allow students to manage successfully within the classroom. This is a proportional cost attributed to our pupil premium students.</p> <p>Internal school data identifies EAL pupils with good spoken English, don't always understand key language / terminology. An identified EAL teaching assistant to work directly with these pupils and to work with literacy support coordinator to support these pupils.</p>	<p>'A significant proportion of EAL students experience debilitating vocabulary gaps' pg 11 <i>Closing the vocab gap Alex Quigley 2018</i></p> <p><i>"In reality the word gap will depend upon your circumstances rather than your choices – your home, your family, the richness of language and relationships, the presences of books and conversations, the habits you form as you grow up"</i> Geoff Barton 'Why closing the word gap matters' An oxford language report.</p> <p>Support for newly arrived and other disadvantaged students with EAL needs - an activity that Chadwell Heath school have championed. They are identified as one of our high performing families of schools. 2020-2021</p>	Challenge 1 & 2
<p><b><u>Literacy Coach</u></b></p> <p>The Literacy coach works with students from all year groups to address literacy</p>	<p><i>'Vocabulary size is a convenient proxy for a whole range of educational attainments and abilities – not just skill in reading, writing, listening and speaking, but also general knowledge of science, history and the arts'</i></p>	Challenge 1 & 2

<p>concerns that present barriers to student learning. The coach will respond to individuals and groups who need support within English as a distinct subject as well as respond to requests for support of Pupil Premium students by staff who identify a specific need. The intention is that the coach will also work with Post-16 students to review and give advice on written assignments and essays as well as provide support for applications to Further Education. This is a proportional cost attributed to our pupil premium students.</p>	<p><i>A wealth of words ED Hirsch 2013</i></p> <p><i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Oct 2021</i></p> <p><i>Reading comprehension strategies, very high impact for low cost EEF Oct 2021</i></p> <p><i>Small group tuition has a moderate impact for a low cost EEF Oct 2021</i></p> <p><i>'Low income children are exposed to 30 million fewer words than high income peers by the age of 3' Closing the Vocab gap Alex Quigley 2018</i></p> <p><i>Accelerated reader produces positive effects EEF &amp; Durham university 2021</i></p>	
<p><b><u>Numeracy Coach</u></b></p> <p>The Numeracy Coach will work with individual or small groups to improve their numeracy and thus their ability to succeed. The Coach also works with Post 16 students who are completing GCSE retake courses. This is a proportional cost attributed to our pupil premium students.</p>	<ul style="list-style-type: none"> <li>• Allowing pupils to address misconceptions, deliver feedback, problem solving strategies, share and compare different approaches.</li> <li>• Pupils able to monitor, compare and communicate their problem solving more effectively.</li> <li>• Emphasise connections between facts, procedures and concepts.</li> <li>• Providing intervention that has explicit and systematic instruction</li> <li>• Build relationships to aid transition between primary and secondary</li> </ul> <p><i>Improving Mathematics at KS3 EEF 2021</i></p> <p><i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and</i></p>	<p>Challenge 1 &amp; 2</p>

	<p><i>for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Oct 2021</i></p> <p><i>Small group tuition have a moderate impact for a low cost EEF 2021</i></p>	
<p><b><u>Tutoring</u></b></p> <p>As tutoring catch up funding is reduced, there is need to continue to support those underachieving with a tutoring programme.</p>	<ul style="list-style-type: none"> <li>Internal data suggest tutoring has an impact on pupils at St Paul's. See tutoring catch up report 23.</li> </ul> <p><i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Oct 2021</i></p> <ul style="list-style-type: none"> <li><i>Small group tuition has a moderate impact for a low cost EEF 2021</i></li> </ul>	Challenge areas 1&2
<p><b><u>Laptops for those who do not own one</u></b></p> <p>Many PP pupils have lower Independent learning scores based on internal data. Many do not have access to a lap top and use their mobile phone to access resources. Using information from the 360 tracker we can identify which pupils don't have access and provide access.</p>	<ul style="list-style-type: none"> <li>Internal school data suggests those with lap tops score higher on average on Independent learning and log on to the learning platform more frequently</li> </ul>	Challenge area 4
<p><b><u>SEND K Support</u></b></p> <p>Internal school data identifies that SEND K pupils are underachieving. An identified ESA to be responsible for work with identified pupils and packages of support.</p>	<p><i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Oct 2021</i></p>	Challenge area 1&4

<p><b><u>Literacy Across the Curriculum</u></b></p> <p>Improve the engagement of pupils in reading and provide further guided reading groups for pupils below expected reading age</p>	<p>“In reality the word gap will depend upon your circumstances rather than your choices – your home, your family, the richness of language and relationships, the presences of books and conversations, the habits you form as you grow up” Geoff Barton ‘Why closing the word gap matters’ An oxford language report.</p>	<p>Challenge 1 &amp; 2</p>
<p><b><u>Numeracy Across the Curriculum</u></b></p> <p>Improve the engagement of pupils in numeracy and to provide daily practice</p> <p>Access for all pupils to Doodle Maths</p> <p>Access to all pupils on Mathswatch</p>	<ul style="list-style-type: none"> <li>• Allowing pupils to address misconceptions, deliver feedback, problem solving strategies, share and compare different approaches.</li> <li>• Pupils able to monitor, compare and communicate their problem solving more effectively.</li> <li>• Emphasise connections between facts, procedures and concepts.</li> <li>• Providing intervention that has explicit and systematic instruction</li> <li>• Build relationships to aid transition between primary and secondary</li> </ul> <p><i>Improving Mathematics at KS3 EEF 2021</i></p> <p><i>Refer to the positive Mathswatch impact report on Catch Up Annual Report</i></p>	<p>Challenge 1 &amp; 2</p>
<p><b><u>One to One &amp; Small Group Tuition</u></b></p> <p>*Not funded from the recovery fund.</p> <p>Provide small group tuition for pupils across Years 7 – 11 in Maths, English, Humanities, RE and Languages.</p> <p>Employ additional hours of administrative time per week to manage tutoring admin and work alongside our tuition partner.</p>	<p>Small group tuition has a moderate impact for a low cost. Studies suggest that it provides greater feedback from the teacher and more sustained engagement in smaller groups (EEF 2023).</p> <p>Analysis of impact from 2022/2023 tuition programme:</p> <ul style="list-style-type: none"> <li>• Phase One: Average of pupils attending &gt;75% was 1.00 grades</li> <li>• Phase Two: Average of pupils attending &gt;60% was 0.52 grades</li> <li>• Phase Three: Average of pupils attending &gt;60% was 0.55 grades</li> </ul> <p>Internal survey data suggests that pupils value the tutoring programme, identify areas of the curriculum which need to be reviewed and are provided with high quality feedback from tutors. Many pupils also increased in confidence following the tutoring programme and felt positive ahead of further assessments.</p>	<p>Challenge 1 &amp; 2</p>

	Engagement with the tutoring programme is monitored through attendance reports, weekly tutor reports and also live lesson recordings.	
<p><b><u>SEND Support</u></b></p> <p>Purchase an online spelling programme for pupils with a spelling age below 10yrs</p> <p>Training and development for the new intervention tracker (Edu Key)to track impact of intervention strategies for pupils in the Emmaus provision</p> <p>Develop the use of 'Zones of Regulation' as a language and series of strategies for pupils to manage anxiety and stress. This year this will become a focus for pastoral teams. It is now embedded in the Emmaus Learning Support Provision</p> <p>Develop Fresh Start Read, Write Inc Programme for pupils who have gaps in phonics and reading.</p> <p>Monday club for VI pupils is staffed and resourced to support habilitation</p>	<p>Spelling intervention using Spelling Shed saw 49% of pupils making at least 1 years' progress. 89% of pupils made progress. (Catch Up Impact Report for Spelling - St. Paul's Sept 21)</p> <p><i>Important to know if the impact is beneficial to learning so that interventions are enhancing progress and not making pupils unnecessary elements of the curriculum which is a concern raised in the DfE publication, 'Supporting SEND May 21''</i></p> <p><i>The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical and school based settings. Zones of Regulation Research and Evidence Base</i></p> <p><i>To deliver intervention activities successfully TAs need good subject knowledge. Training for robust subject specific curriculum knowledge is therefore an important element of ensuring that the TA role works effectively for children and young people with SEND. (DfE Supporting SEND May 21)</i></p> <p><i>We continue to ask for the specific needs of pupils with VI to be carefully considered....'We expect schools and colleges to do everything they can to arrange and facilitate access to this specialist support.'</i>RNIB</p> <p><i>Improving Mathematics at KS3 EEF 2021</i></p>	Challenge 1 & 2

development to fill in gaps from COVID	<i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Oct 2021</i>	
Part time numeracy coach to support Emmaus Learning Support.		

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

Budgeted cost: £211,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Counsellor</u></b></p> <p>Our School Counsellor is present on school site 2.5 days per week. The counsellor works with a wide range of children whom he will prioritise by need, however a significant proportion of these are Pupil Premium students. The work of our school counsellor continues to lend an additional layer of important support to the pastoral care in school and he liaises closely with the Chaplaincy and Pastoral Assistants and Year Leaders of each year group as well as the Pastoral Manger. It is envisaged that this area of our pastoral support will increase upon the return of pupils post the pandemic.</p>	<ul style="list-style-type: none"> <li>Improving social interaction between pupils</li> <li>Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year.</li> </ul> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>EEF Oct 2021</i></p>	Challenge 1 to 6
<p><b><u>Chaplaincy and Pastoral Assistants</u></b></p> <p>There is a Chaplaincy and Pastoral Assistant attached to every year group and they are an integral part of the</p>	<ul style="list-style-type: none"> <li>Improving social interaction between others</li> <li>Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year</li> </ul>	Challenge 1 to 6

<p>detailed work undertaken in the pastoral care of pupils. They monitor pupil attendance and behaviour, provide intervention on both an academic and social level as well as supporting the spiritual development of students. They also provide a primary contact for parents, and work with families on issues that impact upon learning as well as the physical emotional, mental and spiritual wellbeing of students. Chaplaincy and Pastoral Assistants will also maintain links with outside agencies that are at times necessary in supporting some of the more complex needs of students.</p>	<p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>EEF Oct 2021</i></p> <p><i>'Without the support of an adult disadvantaged pupils may just feel like they don't belong and turn away from the opportunities'. pg82 The Pupil Premium Marc Rowland 2015</i></p> <p><i>'Knowing who your pupil premium children are and what their barriers are is so important. Only then can you begin to think of creative ways to support and help them' pg 87 The Pupil premium Marc Rowland 2015</i></p>	
<p><b><u>Careers Advice</u></b></p> <p>Careers advice is currently contracted from the outside provider, Prospects, for one day per week in order to support pupils with motivation, aspiration and identifying longer term career and life goals. Any parent may request a careers interview for their child by contacting the pastoral team of the child's year group. This stated proportional resource continues to provide direction and focus for the aspiration of Pupil Premium students.</p>	<p>Providing external careers advice and guidance beyond the basic entitlement is an activity that Chadwell Heath school have undertaken. They are one of our successful families of schools based on the EEF data. 2020-2021</p>	<p>Challenge 6</p>
<p><b><u>Sports Coaches</u></b></p> <p>We will continue to provide and expand on enrichment activities and opportunities available to</p>	<p><i>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between</i></p>	<p>Challenge 4</p>

<p>pupils outside of the classroom with the school giving particular focus on increasing Pupil Premium participation. School operates a policy of inclusivity and will aim not to allow any child to be restricted from taking advantage of such opportunities due to financial constraints. This provision enables pupils throughout all year groups, including those eligible for Pupil Premium funding, to access to a broad range of sports courses that appeal to a variety of different interests. School provides a number of Sports Coaches who also have other roles in school. These provide coaching in rugby, netball, rounders, athletics, basketball and cricket and enable pupils to play sport at a more proficient and higher level. The Sports Coaches also provide additional mentoring to some students. This coaching is not necessarily sports related but can also influence attitudes and engagement to learning.</p>	<p><i>physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p><i>There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention.</i></p> <p><i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i></p> <p><i>Physical activity EEF 2021</i></p>	
<p><b><u>Enrichment Activities</u></b> Ensure departments can access high quality, exciting and inspiring opportunities to engage pupils beyond the curriculum (for example maths in action day)</p> <p>Support to provide after school clubs on a Monday to enhance pupils' interests and social interaction</p>	<p>A meta-review by the Education Endowment Foundation (EEF) concluded that pupils participating in targeted before and after school programmes make two additional months progress per year on average compared with their peers, with the highest gains experienced by socially disadvantaged pupils (Education Endowment Foundation, 2016).</p>	<p>Challenge 4</p>



	A metareview of after school programme evaluations evidenced positive effects on school attendance, behaviour, and peer relationships amongst pupils from lower income families. (Durlak & Weissberg, 2007).	
<b><u>Software</u></b>	Purchase of classcharts software to support the monitoring of rewards and sanctions.	

**Pupil Premium: Total Allocation £380,880**

**Recovery Funding: Total Allocation £133,743**

**Total Funding: Total Allocation £514,623**

**Total Forecast Spend £519,412**

## Part 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.

#### External Outcomes

#### GCSE

- Attainment of Key Groups in English and Mathematics, and EBacc are outlined in the following table:

Year 11 Attainment of Key Groups Results August 2023

	Number	% of Cohort	En/Ma 7+	En/Ma 5+	En/Ma 4+	Ave EBacc Score	Average Attainment 8	EBacc (En/Ma 5+)	EBacc (En/Ma 4+)	EBacc Entry
All Pupils	279		9%	34%	58%	4.1	43.3	11%	25%	88%
Girls	125	45%	9%	31%	59%	4.2	45.6	14%	28%	91%
Boys	154	55%	9%	36%	56%	3.9	41.4	9%	23%	86%
Pupil Premium	81	29%	6%	20%	41%	3.4	36.9	6%	7%	84%
Non Pupil Premium	198	71%	10%	40%	65%	4.3	45.9	14%	32%	90%

- The attainment of pupil premium children was below the cohort.
- Progress for disadvantaged pupils:

	Overall P8	English element	Maths element	EBacc element	Open element
2019	+0.20	+0.38	-0.07	+0.18	+0.28
2022	-0.51	-0.22	-0.67	-0.67	-0.42
2023	-0.22	-0.05	-0.46	-0.24	-0.19

- The national disadvantage gap has widened which is in contrast to the narrowing of the gaps at St. Paul's. St. Paul's is also very near the top of the local performance tables in terms of the progress of disadvantaged pupils.

#### Progress of Other Year Groups

- The gap between the progress of Pupil Premium pupils compared to the cohort is monitored very closely at each progress check. In July 2021 current progress was compared to progress in July 2022:

		Gap in July 2022	Gap in July 2023
<b>Intake 2022 (Current Year 8)</b>	English		-0.18
	Mathematics		-0.13
<b>Intake 2021 (Current Year 9)</b>	English	+0.20	+0.15
	Mathematics	-0.24	-0.16
<b>Intake 2020 (Current Year 10)</b>	English	+0.09	-0.05
	Mathematics	-0.09	-0.35
<b>Intake 2019 (Year 11)</b>	English	-0.23	-0.23
	Mathematics	-0.18	-0.34
	Mathematics	-0.24	-0.27

It is evident that there are learning gaps for all children due to school closures during the pandemic. This has adversely affected Pupil Premium children more severely and so they remain a focus for all catch up intervention.

### Destinations

There were 60 pupils in Year 11 in 2022-2023 who were Pupil Premium pupils. 26 (43%) of these pupils are currently studying in Year 12 at St Paul's. 4 (7%) of these pupils are studying in Year 12 in other schools locally. 22 (37%) of these pupils are following courses at Milton Keynes College. 6 (10%) of these pupils are studying at other Further Education Colleges, 2 (3%) are attending other sixth forms out of area and 0 (0%) of these pupils have apprenticeship or work based training places.

There were 33 students in Year 13 in 2022-2023 who were Pupil Premium students. 25 (76%) of these students started university courses in September/October 2023 (75% of the whole cohort has started university courses.), 2 (6%) have entered full-time employment, 1 (3%) are experiencing a gap year prior to beginning university courses in 2024, 1 (3%) has entered FE college, 3 (9%) have started an apprenticeship and 1 (3%) remain in Year 14 at St Paul's.

### Externally provided programmes

Programme	Provider
Maths Watch	Maths Watch LTD
Doodlemaths	Doodle Learning
Spelling Shed	EdShed

## Tutoring

A designated member of the Leadership Group led and managed the tutoring process. We also employed additional administrator hours in order to provide extensive tracking and monitoring of engagement and impact.

In 2022-2023 a total of 3001 hours were delivered by our tuition partner and internal tutors, with 247 pupils receiving tutoring at some point during the academic year. Pupils were identified using progress check data alongside meetings between Leadership Group and department leads for intervention.

### Illustrations of impact.

#### Phase One (Year 11 pupils):

- 52% of pupils made at least one grade progress
- Average progress across all subjects was 0.64 grades
- More detailed analysis of attendance vs progress is shown on the next page
  - Average of pupils attending >75% was 1.00 grades
  - Average of pupils attending <75% was 0.36 grades

	Eng Lang	Eng Lit	Maths	All
Average Progress	0.95	0.42	0.63	0.64
Grade Progress				
-1	11%	5%	10%	8%
0	37%	53%	29%	39%
0.5	21%	37%	57%	39%
1	11%	5%	5%	7%
2	21%	0%	0%	7%

#### Phase Two (Year 11 pupils):

- 35% of pupils made at least one grade progress
- Average progress across all subjects was 0.29 grades
- More detailed analysis of attendance vs progress is shown on the next page
  - Average of pupils attending >60% was 0.52 grades
  - Average of pupils attending <60% was 0.17 grades

Grades Progress	<60% attendance	>60% attendance	Total
-2	0%	3%	1%

-1	17%	9%	13%
0	56%	41%	49%
0.5	0%	3%	1%
1	22%	35%	29%
2	6%	6%	6%
3	0%	3%	1%

**Illustrations of pupil views on tutoring.**

Phase One (Year 11 pupils):

**Pupil Tutoring End-Point Survey.**

1. Which subject were you tutored in? (0 point)

[More Details](#)

[Insights](#)

- English 7
- Maths 5



2. Where did your tutoring take place? (0 point)

[More Details](#)

- At St. Paul's Catholic School 1
- Online using our tutoring comp... 11

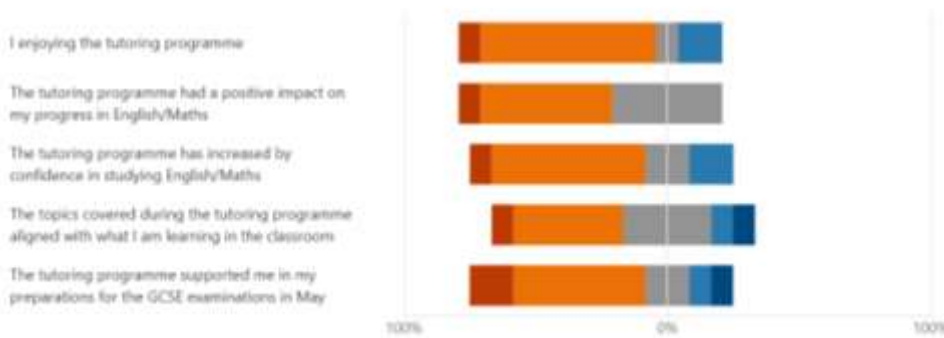


**75% SA and A**

3. Rate the following statements below. (0 point)

[More Details](#)

Strongly agree Agree Neither agree or disagree Disagree Strongly disagree



58.3% SA and A

66.6% SA and A

50% SA and A

66.7% SA and A

**What have been your successes so far from the tutoring programme?**

Started being able to pass my maths assessment in class
Did past papers
Good lessons that helped with general knowledge
Knowing language techniques
Did many past papers in different version on topic gain confident in all the type of questions i might get
I had improved in my writing skills for exam questions
I was able to get feedback from my tutor as she marked essays I wrote which helped my improve overall
It allowed me to get a better understand of topics I didn't understand in class. I was able to ask the teacher in tutoring questions about a topic I couldn't ask my teacher
Learnt about English

**The tutoring programme would be even better if?**

If we were able to go into more detail about topics
There was more past papers work, or slightly more interactive also students could pick more of the topics we go over instead of the tutors
If it lasted until my GCSEs
If it was longer
Better if all the classes went well together without any technical problems because me and my tutor struggled with it, and if I had a learning partner it would be better

More time was available with them
The tutor didn't randomly stop showing up and if I was able to do it face to face
If it lasted for a longer period of time.
The time that we had a replacement the tutor was absolutely useless. They didn't know how to teach and didn't even give me her full attention the entire time: better substitute teachers.

## **Reading Report**

Accelerated Reader data - Advent 2022- Pentecost 2023

	Year 7	Year 8	Year 9
<b>Advent 2022</b>	73	73	75
<b>Lent 2023</b>	73	65	90
<b>Pentecost 2023</b>	75	72	75

	Year 7	Year 7	Year 8	Year 8	Year 9	Year 9
Year Group	PP	Non PP	PP	Non PP	PP	Non PP
Reading age	77%	75%	54%	72%	71%	75%
				<b>Whole cohort</b>		<b>Whole cohort</b>

Year 8 & 9 Pupil Premium children will be a focus for the Literacy Team and will receive targeted support from coaches. An additional Literacy Coach has been appointed.

## **Process of intervention**

A triangulation of CATs, SATs and AR results were used in Y7 to identify pupils requiring SEND Support for reading. These pupils followed a Corrective Reading Programme or are part of a Guided Reading Group. The same data is used by English teachers to identify pupils for reading intervention from the class teacher and ESAs in Reading lessons. Some pupils were also enrolled in tutoring. The Corrective Reading Programme is being phased out and a systematic phonics programme, 'Fresh Start- Read, Write, Inc' will take its place.

## **Corrective Reading**

Corrective reading is a programme of study for pupils whose reading ages are below 7yrs. A baseline is taken at the beginning of Year 7 and pupils' progress is measured in July. The Corrective Reading programme is being phased out and will be replaced by the Phonic Fresh Start- Read, Write, Inc programme.

	-ve progress	0-6 months	6-12 months	12+ months
Year 7	2	4	4	
Year 8		3		6
Year 9		1		4

## Spelling Report

Pupils are given access to Spelling Shed. This is an online programme we purchased in Covid. Pupils with the weakest spelling do this in small groups in the Emmaus base. Other pupils are tracked through log ins.

	-ve progress	0-6 months	6-12 months	12+ months
Year 7	19	21	9	23
Year 8	12	19	15	29
Year 9	6	11	9	10

## Maths Watch Report

We purchased MathsWatch as a programme for independent learning in Y10 and 11 in 2020 to motivate and accelerate pupil progress. In 2021 we extended it for all year groups.

### 2022-2023

Y7		PC2	PC3		Average progress from Baseline to PC3
IL 3+		83.0%	78.7%	Y7 Cohort	0.8
PP		74.6%	65.8%	PP	0.71
Y8	PC1	PC2	PC3		Average progress from Baseline to PC3
IL 3+	69.3%	68.3%	71.9%	Y8 Cohort	1.11
PP	53.8%	58.2%	59.3%	PP	0.94
Y9	PC1	PC2	PC3		Average progress from Baseline to PC4
IL 3+	60.7%	70.3%	58.0%	Y9 Cohort	1.02
PP	58.6%	62.6%	54.6%	PP	0.82
Y10	PC1	PC2	PC3		Average progress from Baseline to PC4
IL 3+	56.0%	67.0%	61.0%	Y10 Cohort	2.23
PP	34.0%	49.0%	42.0%	PP	1.71
Y11	PC1	PC2			Average progress from Baseline to PC3
IL 3+	61.2%			Y11 Cohort	3.12
PP	51.2%			PP	3.05



The completion of IL continues to improve and is significantly better for all year groups than before we purchased MathsWatch (data from 2020-2021). The IL completion data shows that the gap between PP and non-PP pupils progress is continuing to diminish with the exception of Year 10. We continue to work with the pastoral teams to ensure access to devices to make best use of the resource.

### **Summer School Report**

Following the success of Summer School 2022, the primary focus of Summer School 2023 continued to remain on social interaction and personal organisation as well as to provide an opportunity for pupils to feel more confident about their transition to secondary school and familiarise themselves with St Paul's. The activities delivered continued to require pupils to engage with literacy and numeracy but also prepared pupils for the St Paul's way of life by encouraging them to use the "Gifts We Grow" to foster good learning habits from the start.

All Y7 pupils due to start in September 2023 were invited to Summer School via their transition visits. 124 pupils signed up to attend. 90 attended on the first day of Summer School (Tuesday) and 91 attended on the second day (Wednesday). Some parents notified the school ahead of Summer School advising that their child could no longer attend, and some arrived on the morning of Summer School who then gave consent on the day for their child to partake in Summer School.

A survey of pupils at the end of the week reported that all pupils enjoyed their time at Summer School and over 91% (68% 2022) of attendees reported that they now feel more confident about coming to St Paul's in September and have made new friends. Pupils commented how friendly teachers were in Summer School and how it was nice to try new things and meet pupils in their cohort. A large proportion of pupils commented how their favourite part of Summer School revolved around the fun activities staff had planned for them, especially PE. Pupils commented that they would have appreciated more outdoor activities/games to have fun with their friends in a competitive way.

## 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 funding.*