



# 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	1898
Proportion (%) of pupil premium eligible pupils	23.94%
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 2024
Date on which it will be reviewed	Advent Term 2025
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	£392,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£392,700</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 recognise that Schools are crucial in preparing pupils for adult life and developing pupil’s resilience, self-worth, self-belief and self-esteem.

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 number of nuanced barriers to learning experienced by our pupil premium children. This includes but is not limited to organisation, behavioural choices, and attendance. These can result in significant underachievement in individual pupils.</p> <p>Data is taken from the DfE and FFT services and, although methodologies vary slightly, trends are consistent. Attendance rates for pupil premium children in 2023/24 were below the rest of the cohort but significantly higher than national averages for PP pupils. The attendance gap between PP and Non-PP narrowed slightly during 23-24. Intervening and supporting to arrest the rise in school level, local and national persistent absenteeism remains the key aim for all pupils.</p> <p><b>FFT Data:</b></p> <ul style="list-style-type: none"> <li>• Overall not PP 93.4% (+0.6% compared to national), Pupil Premium 90.4% (+5.0% compared to national).</li> <li>• The gaps between PP and non-PP attendance were largest in Year 7 (3.1% points) and Year 8 (4.9% points).</li> </ul> <p><b>DfE Data:</b></p> <ul style="list-style-type: none"> <li>• St Paul’s was ranked second highest for the attendance of PP pupils when compared to local secondary schools – a drop of one place form 22-23.</li> <li>• Using the national comparison tool St Paul’s was ranked in decile 2 for the attendance of PP pupils and decile 3 for the attendance of non-PP pupils.</li> </ul> <p>Overall Not PP 93.6%, PP 90.6%.</p>

2	<p>Prior to the pandemic, and indeed in 2024 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 2022, 2023 &amp; 2024.</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 2024 indicated that:</p> <ul style="list-style-type: none"> <li>• In Year 7, in English there is no gap in the progress of disadvantaged students at +0.17 (+0.18 PC2) more progress than their peers. In Maths there is no gap at +0.05 (+0.04 PC2).</li> <li>• In Year 8, in English the progress of disadvantaged students is good. There is a gap in English as disadvantaged students are making -0.04 (-0.08 PC2) less progress than their peers. In Maths there is a gap at -0.12 (-0.09 PC2).</li> <li>• In Year 9 in English the progress of disadvantaged students is good. There is virtually no gap as disadvantaged students are making -0.04 (-0.09 PC2) less progress than their peers. In Maths there is a gap at -0.12 (-0.30 PC2). Key Accountability measures for disadvantaged students indicate a gap of -5% (-2% PC2) at Grade 9-5 Ma/En. The average Ebacc score for Disadvantaged students is 2.4 (2.1 PC2) compared to 2.9 (2.6 PC2) for the cohort. The Progress 8 score is -1.26 (-1.59 PC2), in line with the cohort which is at -1.25 (-1.63 PC2).</li> <li>• In Year 10, the progress of disadvantaged students in English is good. There is virtually no gap as disadvantaged students are making -0.13 (-0.07 PC2) more progress than their peers. In Maths there is a slight gap at -0.34 (-0.29 PC2). Key Accountability measures for disadvantaged students indicate a gap of -10% (-11% PC2) at Grade 9-5 Ma/En. The average Ebacc score for Disadvantaged students is 2.9 (2.7 PC2) compared to 3.4 (3.3 PC2) for the cohort. The Progress 8 score is -0.27 (-0.53 PC2), above the cohort which is at -0.35 (-0.54 PC2).</li> <li>• In Year 11 external examinations, in English there is a slight gap in the progress of disadvantaged students. They are making -0.35 less progress than their peers. In Maths the gap is -0.45 Key Accountability measures for disadvantaged students indicate gap of 18% at Grade 9-5 Ma/En. The average Ebacc score for Disadvantaged students is 3.5 compared to 4.3 for the cohort. The Progress 8 score is -0.31 below the cohort which is at +0.03.</li> <li>• In Year 12, Disadvantaged students are making progress slightly below their peers with a VA score of -0.25 (-0.55 PC2).</li> <li>• In Year 13, Disadvantaged students are making progress slightly below their peers with a VA score of -0.28.</li> </ul>
3	<p>Pupil premium pupils with SEND, and White British Pupil premium pupils, underperform when compared with other pupil premium groups at St Paul's.</p>
4	<p>Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort. Teacher reports,</p>

	Learning Walks, Pupil Forums/Surveys and homework completion rates across all year groups provide evidence of this.
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>Raising the profile of the individual needs of pupil premium pupils</li> <li>Nuanced 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> <li>All pupil premium pupils undertake a 360 personalised review each year.</li> <li>CPLD for staff, new staff and ECTs occur regularly.</li> <li>Provision maps for Pupil premium pupils are added to class charts.</li> <li>Regular agenda items at Leadership group meetings support the dissemination of key information to staff.</li> <li>Y6 to Y7 transition action plan has specific reference to supporting pupil premium pupils to settle quickly.</li> <li>Literacy and Numeracy coaches prioritise pupil premium involvement and follow up on non-attendance.</li> <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 attendance of the rest of the cohort.</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> </ul>

	<ul style="list-style-type: none"> <li>• The attainment and progress of disadvantaged boys is improved.</li> <li>• Improvement of pupil self –esteem, self-worth and self-belief.</li> </ul>
To investigate the specific barriers White British and SEND pupils face	<ul style="list-style-type: none"> <li>• 360 reviews will be undertaken by Leadership group to better understand the barriers these pupils face.</li> <li>• Actions will be created for the school to adopt in order to increase the progress these children make.</li> </ul>
Careers advice Provide bespoke careers advice through priority and extra interviews / guest speakers for PP children.	<ul style="list-style-type: none"> <li>• PP students may not have the same access to networks through their families and friends and therefore will require more careers support.</li> </ul>
Building cultural capital; ensuring that all students are able to fully access all areas of the curriculum and all enrichment activities such visits, music lessons and DofE and are not disadvantaged as a result of socioeconomic circumstances.	<ul style="list-style-type: none"> <li>• Involvement in enrichment activities build relationships, improves engagement and confidence, and is part of a programme of self- improvement and actualisation. Numerous case studies which reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students. EEF – arts participation.</li> </ul>
Extra-Curricular activities Ensure that all students can participate in at least one educational visit over set periods of time. Enable all PP students to participate in additional music classes if they wish. Continue to evaluate and adapt the current provision to have an array of opportunities that appeal to a wide range of PP students.	<ul style="list-style-type: none"> <li>• “Poverty proofing is a key ingredient of inclusive schools where disadvantaged pupils are thriving” Marc Rowlands Educational disadvantage</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> <li>• All pupil premium pupils without access to a laptop at home are provided with one.</li> <li>• The holistic tracker is used to understand pupil premium involvement in school life and target support.</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>

<p>A new positive mentor behaviour role</p>	<ul style="list-style-type: none"> <li>• Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions maybe more beneficial for these pupils, as the development of trusting relationships with and adult or older peer can provide a source of support (EEF)</li> </ul>
<p>Pupil Premium children may have lower aspirations and ambitions for their future lives beyond St. Paul's.</p>	<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> <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> <li>• Pupil premium pupils have extra support and guidance to secure effective work experience. Where transport cost is a barrier, financial support is offered.</li> <li>• A target group of Y10 pupils successfully complete a 3 year project with Lead and Santander</li> <li>• All pupil premium pupils who don't express an interest in educational visits are identified and met to understand the barriers and supported financially if needed.</li> </ul>

## 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: £227,196

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 2024-25 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>CATS and Star Assessments (reading)</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</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 &amp; 2</p>

strategies for recovery of academic learning in the classroom.  Enable TAs and other support staff to qualify to offer school led tutoring	Moderate impact for moderate cost based on moderate evidence. EEF Oct 2021	
<b><u>Administration Time</u></b>	A new administrative role has been created to support our most vulnerable children in the behaviour and safeguarding hub. This enables staff to offer further face to face and on the ground support to pupil premium children.  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	All

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

Budgeted cost: £81,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>EAL Support</u></b>  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.  Internal school data identifies EAL pupils with good spoken English, don't always understand key language / terminology. An identified	'A significant proportion of EAL students experience debilitating vocabulary gaps' pg 11 <i>Closing the vocab gap Alex Quigley 2018</i>  <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.  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	Challenge 1 & 2

<p>EAL teaching assistant to work directly with these pupils and to work with literacy support coordinator to support these pupils.</p>		
<p><b><u>Literacy Coach</u></b></p> <p>The Literacy coach works with students from all year groups to address literacy 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>‘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> <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. EFF Oct 2021</i></p> <p><i>Reading comprehension strategies, very high impact for low cost EFF Oct 2021</i></p> <p><i>Small group tuition has a moderate impact for a low cost EFF 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 EFF &amp; Durham university 2021</i></p>	<p>Challenge 1 &amp; 2</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</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> </ul>	<p>Challenge 1 &amp; 2</p>

<p>attributed to our pupil premium students.</p>	<ul style="list-style-type: none"> <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 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>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 homework and log on to the learning platform more frequently</li> </ul>	<p>Challenge area 4</p>
<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>	<p>Challenge area 1&amp;4</p>
<p><b><u>Literacy Across the Curriculum</u></b></p> <p>Improve the engagement of pupils in reading and provide further guided</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</p>	<p>Challenge 1 &amp; 2</p>

<p>reading groups for pupils below expected reading age</p>	<p>and conversations, the habits you form as you grow up” Geoff Barton ‘Why closing the word gap matters’ an oxford language report.</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>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>Challenge 1 &amp; 2</p>
<p><b><u>SEND Support</u></b></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 a systematic phonics screening and teaching programme for pupils with a reading age below 9 years who have been assessed to have gaps in their phonic</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>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</i></p>	<p>Challenge 1 &amp; 2</p>

<p>understanding. (Fresh Start Read, Write Inc Programme)</p> <p>In Sept we will assess those students who have graduated from the phonic programme to see if they need to join the Herts For Learning Fluency prog.</p> <p>Monday club for VI pupils is staffed and resourced to support habilitation development outside of the school curriculum</p> <p>Part time numeracy teacher to support Emmaus Learning Support.</p>	<p><i>with SEND. (DfE Supporting SEND May 21)</i></p> <p><i>Phonics has a positive impact overall brackets (five months) with very extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. EEF</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.' RNIB</i></p> <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 for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Oct 2021</i></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £241,560

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</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>Challenge 1 to 6</p>

<p>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>	<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><b><u>Chaplaincy and Pastoral Leaders</u></b></p> <p>There is a Chaplaincy and Pastoral Assistant attached to every year group and they are an integral part of the 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>	<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> <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>Challenge 1 to 6</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 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</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 physical activity and academic performance, it is crucial to ensure that pupils have 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</i></p>	<p>Challenge 4</p>



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><i>opportunities that might not otherwise be available to them.</i></p> <p><i>Physical activity EFF 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>A metareview of after school programme evaluations evidenced positive effects on school attendance, behaviour, and peer relationships amongst pupils from lower income families. (Durlak &amp; Weissberg, 2007).</p>	Challenge 4
<b><u>Software</u></b>	Purchase of classcharts software to support the monitoring of rewards and sanctions.	

**Pupil Premium:                    Total Allocation £392,700**

**Total Forecast Spend £550,211**

## 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 2023 to 2024 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 2024							
	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	294		12%	45%	66%	4.3	45.5	14%	27%	86%
Girls	134	46%	13%	46%	66%	4.4	47.2	18%	34%	88%
Boys	160	54%	11%	43%	64%	4.1	43.9	10%	21%	85%
Pupil Premium	82	28%	6%	26%	52%	3.5	37.6	5%	15%	78%
Non Pupil Premium	212	72%	15%	51%	70%	4.6	48.4	17%	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
2024	-0.32	-0.12	-0.47	-0.54	-0.21

- 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 June 2023 current progress was compared to progress in June 2024:

		Gap in June 2023	Gap in June 2024
<b>Intake 2022 (Current Year 9)</b>	English	-0.18	-0.04
	Mathematics	-0.13	-0.12
<b>Intake 2021 (Current Year 10)</b>	English	+0.15	-0.10
	Mathematics	-0.16	-0.35
<b>Intake 2020 (Current Year 11)</b>	English	-0.05	-0.13
	Mathematics	-0.35	-0.34
<b>Intake 2019 (Year 11 leavers)</b>	English	-0.34	-0.14
	Mathematics	-0.27	-0.32

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 intervention and support.

## Destinations

There were 82 pupils in Year 11 in 2023-2024 who were Pupil Premium pupils. 52 (63%) of these pupils are currently studying in Year 12 at St Paul's. 2 (2%) of these pupils are studying in Year 12 in other schools locally. 16 (20%) of these pupils are following courses at Milton Keynes College. 8 (10%) of these pupils are studying at other Further Education Colleges, 1 (1%) are attending other sixth forms out of area and 2 (2%) of these pupils have apprenticeship or work-based training places.

There were 49 students in Year 13 in 2023-2024 who were Pupil Premium students. 36 (73%) of these students started university courses in September/October 2024 (74% of the whole cohort has started university courses.), 2 (4%) have entered full-time employment, 2 (4%) are experiencing a gap year prior to beginning university courses in 2024, 1 (2%) has entered FE college, 3 (6%) have started an apprenticeship and 0 (0%) remain in Year 14 at St Paul's.

## Externally provided programmes

Programme	Provider
Maths Watch	Maths Watch LTD
Doodlemaths	Doodle Learning

## Doodlemaths

Doodle Maths has been used to identify the learning need of pupils and places their ability according to year group. This identifies that we have many pupils working at Y2 and 3. We now have a baseline for these pupils and the Mathematics department will assess termly to track the progress of pupils and identify gaps in skill, knowledge and understanding. Doodle Maths creates a personalised programme which helps students build confidence and ability in maths subsequently pupils make progress in their knowledge and understanding of maths over time. The programme is tailored to pupils' strengths and weaknesses and is designed to encourage students to work independently.

## Reading Report

### **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. In 2024 Y7 and 8 were enrolled on the Read, Write, Inc phonics programme.

### **Phonics Report**

<b>Year group</b>	<b>Nos of students assessed</b>	<b>No of students on Fresh Start Prog</b>	<b>No of students who have now graduated from Fresh Start</b>
<b>7</b>	<b>44</b>	<b>20</b>	<b>15</b>
<b>8</b>	<b>29</b>	<b>15</b>	<b>8</b>

## SEND Numeracy Teacher Report

This year we have continued to build on the successes of last year's intervention. We were able to increase the number of students given access to the sessions by 50% and targeted year 11 in particular. Students were recommended by the Emmaus staff and have an EHCP or a recognised need.

Students:

<b>Year Group</b>	<b>Number of students 2023-2024 (2022-23)</b>
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Year 7	1 (5)
Year 8	9 (8)
Year 9	4 (4)
Year 10	7 (1)
Year 11	9 (4)
Year 12	3 (0)
<b>Total</b>	<b>33 (22)</b>

Areas of intervention covered:

- Numeracy skills and written methods for calculation
- Strategies for Dyscalculic learners
- Use of a calculator
- GCSE questions practise
- Life skills including telling the time and using money

### GCSE Students

Of the nine students who received Emmaus Maths intervention, all were able to build their confidence in answering GCSE type questions. Three of the students improved their performance by 1 grade from the PPEs and two students improved by 2 grades. Those whose grade was unchanged were much more secure within the grade boundary. The Year 12 student who re-sat their GCSE Maths in November passed with a grade 4.

### Key Stage 3 Students

The Steve Chinn Assessment continued to provide a useful measure of students' numerical fluency. Students demonstrated they improved against standardised results, moving up the age related percentiles.