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# **Pupil Premium Strategy action plan**

## **Sept 2021 – July 2024**

**Areas of challenge as identified in the Pupil Premium Statement.**

Challenge number	Detail of challenge
1	There are a number of barriers to learning experienced by our pupil premium children. This results in significant underachievement in individual pupils.
2	Prior to the pandemic and indeed in 2021 outcomes, there were gaps in the achievement of Pupil Premium children and the rest of the cohort. The gaps were evident in both progress and attainment and more pronounced in pupil premium boys.
3	Attendance rates for pupil premium children at June 2021 were below the rest of the cohort.
4	Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort.
5	Parental engagement is not as evident with some families for who Pupil Premium funding is applicable.
6	Pupil Premium children may have lower aspirations and ambitions for their future lives beyond St. Paul's.

School improvement plan (SIP) identification	Detail of School Improvement Plan (SIP)
1.1	<ul style="list-style-type: none"> <li>We will continue to develop the Catholic nature of the school.</li> </ul>
2.1	<ul style="list-style-type: none"> <li>We will ensure that our curriculum has maximum impact</li> <li>Continue to build the knowledge, confidence and skills that are transferrable into the wider world.</li> <li>Ensure that we continue to thoroughly prepare children for the world of work progressively throughout their time at St. Paul's</li> </ul>
2.2	<ul style="list-style-type: none"> <li>Look Up and Lead in departments: we will make provision for subject enhancement CPD to ensure subject specialists and able to promote the development of scholarship.</li> <li>Continue to develop pupils' independence and self-awareness so that they are able to manage their Independent Learning and revision.</li> </ul>
2.3	<ul style="list-style-type: none"> <li>Look Up and Lead in departments: we will develop our pedagogy to meet the demands of the enhanced curriculum.</li> <li>We will ensure that remote learning becomes an embedded quality of the way that we work.</li> <li>Develop the use of specialist resources to complement T&amp;L</li> </ul>
2.4	<ul style="list-style-type: none"> <li>To ensure that we have mechanisms in place to evaluate the impact of curriculum and pedagogical approaches</li> </ul>
3.2	<ul style="list-style-type: none"> <li>We will promote and support dynamic leadership of all young people</li> <li>Develop the use of pupil voice to inform curriculum planning.</li> <li>We will develop the leadership skills of students so that they are able to take on more independent ownership of their learning both within and beyond the classroom, and that they are able to articulate this in more unfamiliar contexts. We will emphasise the concept of servant leadership throughout.</li> </ul>

**A pupil is deemed as pupil premium if they are eligible for free school meals or have been in the last 6 years, are adopted from care or have left care or who are looked after by the local authority. Children whose parents are part of the armed services will also receive funding through the pupil premium payments We will never limit support for all pupils, if a child does not reach the criteria to be identified as pupil premium but as a school we feel they would benefit from support we will include them in intervention to enable holistically development of the individual.**

**Staff key**

**GMW – Greg Maw – Assistant Head teacher**

**JHY – Jo Hoarty – Head teacher**

**PTN – Paul Tillman – Assistant Head teacher**

**PKT – Paul Knight – Assistant Head teacher**

**ESH – Liz Bennet-Sulsh – Assistant Head teacher**

**GRH – Graeme Roach – Deputy Head teacher**

**RHD – Senior Assistant Head teacher**

**HOF'S – Heads of Faculty**

**MJS – Matthew Jones – Careers lead**

**PL – Pastoral/ Chaplaincy leader**

**SJE - Sue Joyce – Library Manager**

**ABN – Anum Bond – Transition lead**

**AGH – Ally Gouldsbrough – Outdoor Education**

**SJR – Sue Jagger – Head of English and Literacy intervention**

**UMA – Numeracy intervention lead**

**PTA – Pedro Teixeira – Data Manager**

**DMS – Dave Manders – Inclusion room manager**

**HOD'S - Heads of department**

**YL – Year leader**

**FT – Form tutor**

## Teaching (for example, CPD, recruitment and retention)

Challenge and links to School Improvement Plan	Actions	Dates	Staff responsible	Criteria For Success	Evaluation Progress and Impact (including Evaluating with Governors)	Evidence
SIP 2.1 PPSS 2	<p>The further development of the departmental bidding process providing more focused guidance/pro forma bids for resources for use within departments/lessons.</p> <p>Whole staff awareness of Pupil premium needs at St Paul's</p> <p>Whole staff CPLD on the new Pupil premium strategy and action plan.</p>	July 23	GMW	<p>Barriers to learning for all pupil premium children have been identified and strategies in place to address these barriers...</p> <p>Introduction to new proposal shared with LG.</p> <p>Whole school CPLD to be delivered in November. This will focus on the individual needs of pupils, the bespoke needs of teachers and departments and how to measure the impact of the work they undertake.</p> <p>360 undertaken with all PP</p>	<p>New proposal introduced at LG conference.</p> <p>Whole school CPLD planned for November.</p> <p>Introductory e-mail sent to staff.</p> <p>Pastoral meeting arranged with all YL / PL to organise role out of 360.</p> <p>Discussion had with JHY regarding administration of Pupil premium profiles available to all staff.</p>	
SIP 2.1 SIP 2.2 SIP 2.4 PPSS 2 PPSS 4	<p>The introduction a departmental audit of current Pupil Premium provision to be updated prior to financial bids.</p> <p>The development of monitoring the allocation of resources and the evaluation of impact of spending requested within the bidding cycle.</p>	Feb 23	GMW	<p>Departments make informed bids for resources and evaluation of funding evidences improvement of Pupil Premium progress by subject area.</p> <p>Departments aware that supporting PP pupils is more than just buying resources. CPLD, praise and reward and building relationships are key.</p> <p>Analysis of money spent against results of each department</p>	<p>Audit undertake – common theme includes inconsistency of approach cross departments and pastoral teams.</p> <p>Intervention to suit the masses, not bespoke or individually tailored.</p> <p>Audit of pastoral teams undertaken, development plan to be organised.</p>	
SIP 2.1 PPSS 2 PPSS 4	The development of CPLD regarding Pupil Premium including the induction of new staff to understand the individual needs of each of the PP students in order to develop strategies to improve outcomes.	July 22 Nov 22	GMW	<p>...staff awareness of Pupil Premium needs is evidenced in lesson planning, the strategic use of resources and delivery of content.</p> <p>Staff are able to respond to questions in raising standards meetings</p> <p>Staff F/B from whole school CPLD on pp in November.</p>	<p>Lg session delivered and well received at Leadership conference July 22.</p> <p>Whole school CPLD planned for Nov 22.</p> <p>YL / PL organised for October</p>	
SIP 2.1 PPSS 2	Use of Pupil Premium data to inform 'Raising Standards' meetings to focus departmental strategy. To occur at PC1,PC2, PC3 and exam review meetings.	Jan 23	JHY/GMW / PTA	<p>...awareness of the Individual needs of Pupil Premium pupils is evident at a departmental level. Review of progress show a closing of gaps in learning and outcomes.</p>	PTA has trailed data analysis with current Y9 pupils in Y8. This will be rolled out to all year groups this year.	

<p>SIP 2.1 PPSS 2</p>	<p>Further develop the use of Pupil Premium data by subject teachers to plan interventions at a classroom level departmental and pastoral level.</p> <p>Cost implications for time of staff.</p>	<p>July 23</p>	<p>GMW/PTA</p>	<p>An individualised approach is taken to meet the identified needs of each pupil premium pupil.</p> <p>PTA to provide PP data to Hof/Hod / YL /PL at each data capture</p> <p>All FT to undertake 360 profile</p>	<p>Fine tuning of data analysis continues and should be ready for department use for PC1 2022.</p>	
<p>SIP 2.4 PPSS 2</p>	<p>Further refine systems in place to provide more detailed profiles (Pen Portraits) and track progress of every Pupil Premium student from years 7 to 13.</p> <p>This also includes the monitoring of attendance, punctuality, effort, Independent learning, attainment, progress and accelerated reader scores engagement in extra curricula activities, engagement of parents in the school mentoring system and information evenings as well as inclusions and exclusions. This will be used to inform strategic planning and intervention at an individual or small group level.</p>	<p>July 23</p>	<p>PTN/GMW</p>	<p>...Pastoral staff are aware of the needs of their individual cohorts and have a range of strategic interventions in place in order to meet these needs.</p> <p>Lead CPLD to pastoral staff on 360's, pupil profiles and intervention strategies.</p>	<p>Benchmarking took place July 22</p> <p>CPLD to be delivered in Oct 22</p>	
<p>PPSS 4</p>	<p>Reinforce the progress made through the accelerated reading programme to engender love of reading in students across the school. In particular the choice of books would look to address the reading interests of Pupil Premium boys.</p>	<p>Jan23</p>	<p>SJR/SJE</p>	<p>.... A range of books are available in the library that reflect student current interest. Tracking will include monitoring the loan of books and accelerated reader data.</p> <p>PP data tracked against the whole cohort data at all data captures.</p>	<p>Meeting planned with SJR for October.</p>	
<p>SIP 2.2</p>	<p>Improve access to text books through the provision of online resources to facilitate independent learning.</p> <p>Cost of online resources approximately £200 per text book.</p>	<p>Feb23</p>	<p>All HOD'S All HOD'S</p>	<p>Additional resources are provided for pupil premium pupils to secure higher levels of engagement and achievement</p> <p>...all pupils have access to text books to support independent learning.</p> <p>All subjects provide access to a text book in either hard copy or online.</p> <p>Hof's to audit current provision and discuss implementation with Hod's</p>		

SIP 2.2 PPSS 4	Produce recorded resources and develop an appropriate strategy as to how these will be allocated to staff/ departments. This will start with the development of key concept lessons in Maths and English at KS3 as well as the recording of revision sessions for home access for all pupils in years 10, 11, 12 and 13.  Approximately £50 per recorded session.	Jan 23	GRH	...all pupils have access to a range of additional resources via Its Learning to support independent learning.  Organise key concept lessons in English and Maths to be recorded.		
SIP 2.2 PPSS 4	School produced revision guides to be produced and uploaded to Its Learning. Explore supplementing these resources with those from external suppliers.	July 23	GMW All HOD'S All HOF'S	all pupils have access to a range of tailored revision materials  ...revision guides are available online to all students to support in-house and online revision sessions.	Identified on GMW'S professional targets for 22/23	
SIP 2.2 PPSS 4	Resource the Reflection Room with Lap tops to allow students to access their learning online. This would include the provision of learning for pupils on fixed term exclusion or on internal school inclusion (Reflection Room)	July 23	DMS /GRH	... learning available to pupils in the Reflection Room  GRH to meet with DMS to develop an action plan.		

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

	Actions/Cost and Resources	Dates	Staff responsible	Criteria For Success	Evaluation Progress and Impact (including Evaluating with Governors)	Evidence
SIP 2.3 PPSS 4	The development and financing of a longer term strategy to offer all Pupil premium pupils the provision of ICT and that such a strategy is sustainable and covers the whole school.  Cost of ICT equipment for initially years 7 and 11.	July 23	GRH	...all pupil premium pupils have access at home to an ICT device to support independent learning. This includes access to the internet with the provision of dongles where necessary.  Analysis of IL data is followed by a discussion with parents/ carers regarding provision of lap top / dongles.		
	Identify appropriate triggers for each year group in terms of progress and attainment, Independent learning, effort, attendance and punctuality that identify the need for intervention.	July 23	PKT / GMW	Strategies and resources are developed and CPLD is delivered to address the specific needs of students at their point on the Pastoral Curriculum.  The use of Pupil Premium data following each progress check informs this process.		

<p>PPSS 1 PPSS 2</p>	<p>Develop the use of the Literacy and Numeracy coaches to provide targeted support in response to pastoral intervention as well as continue to provide targeted support within the English and Maths departments.</p>	<p>Jan 23</p>	<p>PTN /UMA/ SJR</p>	<p>The number of interventions involving Pupil Premium students reflects cross curricular need, particularly those referrals from Pastoral Teams</p> <p>UMA to develop success criteria for Numeracy to include any underachieving PP pupils given priority to intervention</p> <p>SJR to develop success criteria for Literacy to include any underachieving PP pupils given priority to intervention</p> <p>Pastoral teams to codify their intervention programme for pupil premium pupils who are struggling across arrange of subjects.</p>		
	<p>Promote the use of the FACT and FACT PLUS with Pupil Premium students to identify barriers to learning in relation to behavioural concerns in order to explore strategies other than SEN provision for those that do not meet the threshold. Develop packages of support materials relating to Behaviour that can be accessed by Pastoral teams in order to support Pupil Premium students who are in danger of exclusion or referral to Alternative Educational Provision.</p>	<p>Sept 23</p>	<p>PTN /RHD</p>	<p>The Fact and Fact Plus become integral elements of Pastoral Support Plans and are developed within the strategic framework in providing evidence for alternative provision</p>		
	<p>Reintroduce visits to universities and colleges following Covid restrictions. These will be tailored to meeting the individual ambition and aspirations of Pupil Premium Students.</p>	<p>Sept 23</p>	<p>PTN / GMW Y9 JCL Y10 VPL Y11 KBN Y12 LSD</p>	<p>All Pupil Premium Students are provided with the opportunity to attend at least one motivational experience/visit relevant to their Post 16 aspiration.</p> <p>Feedback is gathered after each visit to understand the impact.</p>		
<p>PPSS 4 PPSS 6</p>	<p>The introduction of a structured programme of visitors/speakers coming into school to provide FE advice...including the use of careers. This would aim to target periods of transition Year 11 to Year 12 as well as Year 13 to FE.</p>	<p>Sept 23</p>	<p>MJS PTN</p>	<p>All Pupil Premium Students are provided with the opportunity to attend at least one speaker/visitor event relevant to their Post 16 aspiration.</p> <p>An action plan created to identify which and where external speakers are and will be used.</p>		

	Ensure all Pupil Premium students have access to Careers advice, particularly at transition points in their life at the school and develop them holistically.	July 23		<p>Pupil Premium Students are prioritised for Careers interviews.</p> <p>Feedback provided following careers interviews to understand and measure the impact.</p> <p>Destinations at both Yr 11 to 12 and Yr 13 to FE careers show there are no Pupil Premium NEETs.</p>		
	Use of data to monitor the attendance, behaviour and exclusions, effort, independent learning and punctuality of PP with a view to develop and further refine strategies to support students	July 23	PTA / GMW	<p>The number of persistent absentees among pupil premium pupils is reduced.</p> <p>Overall attendance for pupil premium children returns to above 96% in line with the rest of the cohort.</p> <p>PP pupils identified on all documentation used by PTN when sharing the "state of the nation" data half termly.</p>		
PPSS 3	Provide Iwork training for those Pupil Premium students at risk of not completing work experience.	Jan 23	PTN / MJS	<p>Pupil premium pupils are provided with additional support when exploring Unifrog and work experience opportunities</p> <p>Action plan created</p>		
PPSS6	Use of student and staff surveys/forums to establish current attitudes and need	July 23	ESH / JHY	<p>Reponses to surveys/ forms inform future planning and identify areas for further improvement</p> <p>Pupil voice included in all curriculum reviews.</p>	JHY has created areas to see views for 22/23, these include It's learning and social justice.	
SIP 3.2 PPSS 4	Explore different ways in which Pupil Premium Students can have greater responsibility in identifying and resourcing their individual need through the 360 profile and pupil portraits potentially with a HPA target group in years 10 or 11.	July 23	ESH / JHY	<p>Pupils can articulate their learning and progress, identifying areas for further development.</p> <p>Pupils make informed choices regarding their academic pathway.</p> <p>Pupils can articulate potential barriers and solutions.</p>	<p>Current Y9 pupil's trialled the 360 profile. This will be completed with all pupil premium pupils by July 23</p> <p>Initial discussion had with JHY regarding one off administration work linked with pupil profiles.</p>	



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

	<p>Increasing the attendance of parents of pupil premium students at information and mentoring evenings.</p> <p>Targeted invitation of parents through phone calls and meetings in person.</p>	July 24	ESH / YL / PL	<p>Attendance and engagement at parent information evenings and mentoring appointments is similar to that of parents of the rest of the cohort.</p> <p>The number of PP parents attending evenings improve.</p> <p>Pastoral Teams build strong relationships over time with pupil premium families.</p> <p>Pastoral teams to develop a plan to show what this looks like.</p>	Targeted phone calls by YL's in Y9 and Y7 have had an increase in parental involvement.	
PPSS 5	Engaging and upskilling of parents to support Pupil Premium strategies through the use of information and discussion evenings as well as online presentations, including It's learning	July 24	ESH / YL / PL PTN	<p>Engagement in Independent learning is in line with peers... evidenced through progress check data and strategic monitoring of Pupil Premium use of Its learning</p> <p>It's learning usage data published and analysed by YL / PL and actions put in place.</p> <p>Parents are engaged in discussions about future aspirations and wider possibilities... the attendance of parents of pupil premium students is in line with that of their peers.</p> <p>Staff leave no stone unturned in engaging the parents of PP parents.</p>		
PPSS 5	Provide a more comprehensive guide to staff of available support for pupil premium pupils.	July 24	GMW	Staff make greater use of the detailed Pupil Premium data ( 360) available to inform one to one mentoring, lesson planning and scheme of learning development of PP with their parents.	<p>Email sent September 22.</p> <p>Further e-mail planned to be sent in October.</p> <p>CPLD for staff in November</p>	
PPSS 3	To continue to develop the use of Summer Schools to aid the transition of pupils from year 6 to 7 as well as support those students in year 7, 8 and 9 who at times struggle to meet school expectations.	Jan 24	GMW	<p>New year 7 pupils are more comfortable and settled in their transition to ST Paul's.</p> <p>Feedback by pupils and parents / carers show positive reports on the transition process for pupil premium pupils.</p> <p>Reduction of exclusions and use of the Reflection Room in those students in the first half term. Years 7 to 9 following their attendance to summer school</p>	Transition summer school occurred in August 22. Attended by 90 plus pupils, all pupils were invited.	

PPSS 5	<p>The use of Bush craft, forest school and/or other outdoor activities to develop confidence and life skills in students</p> <p>Look at the role of extracurricular activities in providing a more therapeutic option in meeting the needs of Pupil Premium and vulnerable students.</p> <p>Continue to organise educational visits day to give all pupils experiences they have never had and to raise aspiration.</p> <p>Continue to organise community day to enable Y9 pupils to provide service to the local community.</p>	July 24	AGH / GMW	<p>The development of outdoor activities to provide a therapeutic input with pupils That is available to staff through referral.</p> <p>Pupil premium pupils and parents actively targeted to attend extra-curricular activities</p> <p>Continue to organise forest school to provide more opportunities to learn outside of the classroom.</p>		
SIP 1.1 SIP 2,1	The use of 'Taster Days' with feeder schools to aid the transition process so that students are more settled and confident in starting a new school.	July 23	ABD / GMW	<p>Attendance rates for Year 7 remain above 97%. Reflection Room and Sims data show no concerns regarding Behaviours For Learning.</p> <p>Targeted transition support, pupils identified in March year. Plan put in place for early intervention work from September to January.</p> <p>Ensure all pupils are visited in person by a member of St Paul's staff prior to their induction day.</p>	<p>Taster days delivered for Y3-6 Pupils through summer of 22.</p> <p>All pupils in current Y7 received a visit by a member of staff from St Paul's. This included visits to over 50 schools.</p>	
PPSS 1,2	To explore opportunities to develop and increase the pupil use of Breakfast club	July 23	GMW / Catering manager	<p>To provide free breakfast for any pupil who require it.</p> <p>To identify funding to provide breakfast for all.</p>		
PPSS 1	Y7 Year leader trial Pupil premium mentors	July 24		<p>Y7 Pupil premium pupils to be given the most experience mentor available.</p> <p>All pupil premium mentors to be allocated mentors first before any other pupil.</p>		
PPSS 1,2,6	Pupil premium questions at rising standards meetings	July 24	JHY	<p>Questions shared with JHY.</p> <p>Department responses recorded</p> <p>Top performing departments identified and celebrated</p> <p>Hof's made aware of underperforming departments and informs discussions and actions during Hod / Hof meetings.</p>		

PPSS 2	Independent learning support	July 24	GMW / PTN	<p>Pupils identified through It's learning usage data and progress check data</p> <p>Contact home made by subject teacher / department as well as Pastoral teams if it is across subject areas.</p> <p>Pupils given priority to extended library opening hours. This should be promoted with parents.</p>		
PPSS 2,4	Pupil engagement tracker	July 23	GMW / PTN	<p>All Year groups have an engagement tracker set up on 365.</p> <p>All intervention, visits, extra - curricular activities stored in one place.</p> <p>YL / PL to share information with Faculty admin to update.</p>		
PPSS 6	An identified YL and HOD to trial work on Meta cognition	July 24	PTN / PKT	<p>A year group and department identified to trail work on meta cognition.</p> <p>Information gathered, action plan created and impact measured on appropriateness for use at St Paul's</p>		
PPSS 2	All HODS to audit strengths and weaknesses within the department, producing CPLD plan to improve quality first teaching	July 23	KBT	<p>Departments to identify strengths and weaknesses. CPLD action plan created for each department by HOD.</p> <p>Resources purchased Resources used and impact measured</p>		