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Pupil Premium Strategy Action Plan 2024-2027

Areas of challenge as identified in the Pupil Premium Statement.

Challenge number	Detail of challenge
1 (GMW)	There are several barriers to learning experienced by our pupil premium children. This includes but are not limited to organisation, behaviour and attendance, these results in significant underachievement in individual pupils.
2 (GBT/ PKT)	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. These gaps rise nationally at post 16.
3 (NBY/ RHD)	Pupils with SEND and white British Pupil premium pupils under perform other groups pupil premium groups at St Paul's.
4 (GMW)	Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort.
5 (LMW)	Parental engagement is not as evident with some families for who Pupil Premium funding is applicable.
6 (NCK)	Pupil Premium children 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	We will strengthen the catholic life and mission of our school
1.3	We will further embed Behaviour for Learning with a specific focus on the Gospel Values of forgiveness and reconciliation
1.5	We will seek further opportunities to support the workload, well-being, and mental health of all members of our community
2.1	We will further develop pedagogical practice across the school through research, risk taking and quality professional learning. The key focus will be on intentional planning for learning.
2.2	We will ensure the further development of teacher and pupil subject scholarship
2.3	We will ensure that underachieving pupils are able to secure more accelerated progress
2.4	We will review and further develop provision for pupils within the Emmaus Department
2.6	We will embed the study culture across our school
3.3	We will further improve the induction of new staff
4.2	We will further enhance social and learning environments

A pupil is deemed as pupil premium if they are eligible for free school meals or have been in the last 6 years (this can be claimed for if a parent receives Universal credit with an annual income of no more than £7,400). If they 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 holistic development of the individual.

Key		
GMW – Greg Maw – Assistant Head teacher	SJE - Sue Joyce – Library Manager	DMS – Dave Manders – Inclusion room manager
JHY – Jo Hoarty – Head teacher	ABN – Anum Bond – Transition lead	HODs - Heads of department
PTN – Paul Tillman – Assistant Head teacher	STY– Sam Tingey – Outdoor Education	STY– Sam Tingey – Outdoor Education
NBY – Nicci Bradley	SKY – Susan Kielty – Assistant Head teacher	RHD – Senior Assistant Head teacher
GBT – Gabriella Baumgart	PKT – Paul Knight – Assistant Head teacher	SJR – Sue Jagger – Head of English and Literacy intervention

<p>LPO – Laura Palmiero Careers lead HOFs – Heads of Faculty FT – Form tutor AOG – Amy Ong DDP – Department development plan</p>	<p>ESH – Liz Bennet-Sulsh – Assistant Head teacher PTA – Pedro Teixeira – Data Manager YL – Year leaders NCK – Responsibility for PP aspirations PPP Pupil premium pupils</p>	<p>MAU – Numeracy intervention lead PL – Pastoral/ Chaplaincy leader JCL – Jonny Cresswell (Year Leader) CPLD Continued professional learning development ECT Early careers teacher</p>
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Teaching (for example, CPD, recruitment and retention)

Challenge area / School Improvement Plan	Development areas	Staff Responsible	Criteria For Success	Intervention	Impact
2 1.3, 2.1, 2.2, 2.6, 3.3	The role of class teachers and HoDs to ensure Pupil premium pupils make further progress	GMW	<ul style="list-style-type: none"> Staff know which pupils in their classrooms are pupil premium pupils. Staff use questioning, summarising, and reiterating key parts to help embed learning in line with EEF recommendations. Staff use information from the 360 to support PPP through planning appropriate interventions. Staff create a process of pit stops (conversations) with underachieving pupils both academically and pastorally. This should build positive relationships and or develop self-worth, self-esteem, and self-belief. Staff should aim to meet pupils where they are. Knowing that pupils will not always indicate how they need help. Staff should ensure suitable classroom interventions are created to support individuals who require them. Staff should aim to have increased parental communication for Pupil premium pupils who are underachieving. 	<p>Staff now use class charts which identifies which pupils are PP</p> <p>Staff CPLD Sessions throughout the school year on T & L, trauma informed practice and the Hod's conference.</p> <p>Increasing number of situations where pupils have been helped by meeting them where they are</p>	<p>Increasing numbers of PP pupils have been given lap tops and has consequently had an increase in HW on progress checks.</p> <p>There has been an increased staff awareness of individual barriers from the 360 completion.</p> <p>Increase in number of staff initiating conversations and finding out hidden barriers.</p>
1 1.1, 1.3, 1.5, 2.1, 2.2, 2.6, 3.3,	Improve access to textbooks through the provision of online resources to facilitate independent learning and homework.	GMW	<ul style="list-style-type: none"> Additional resources are provided for pupil premium pupils to ensure higher levels of engagement and achievement. Underachieving PP pupils are offered online or physical textbooks. Hof's to audit current provision and discuss implementation with HoDs Subject trial of school produced revision guides History and PE. PPP have access to a range of tailored revision material. To investigate the appropriateness of one clear approach to revision 	<p>Researching cost to provide loan materials in next year's budget.</p> <p>Work to be completed with departments regarding internal resources available for pupils.</p> <p>Assembly session on SENECA learning delivered to Y9 and Y11</p> <p>Hods are sharing the revision guide information that they want underachieving PP children to receive.</p> <p>PKT, LMW, GBT, several meetings to improve the whole school study culture.</p>	<p>PP pupils are outperforming non PP pupils, internal data Y8-Y11</p>

<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Continuation of the delivery of the PP 360</p>	<p>GMW</p>	<ul style="list-style-type: none"> Dates set for completion each year in July. Creation and organisation of link made available to pupils. Implementation of relevant information on to class charts. Staff CPLD on how staff use the data to support classroom teaching of underachieving pupil premium pupils. Pupils have greater responsibility in identifying and resourcing the barriers to their progress. Pupils can articulate their learning needs and barriers to progress, identifying areas for further development. Pupils are able with support to make informed choices about their academic pathway. Pupils can articulate potential barriers and solutions. LG discussions regarding how data collected can be used effectively. 	<p>360'S Complete</p> <p>Upload to class charts has started</p> <p>Dates set for this year .w/b 1-7-25</p> <p>Link for next year will be reviewed / amended and created for next year NCK / GMW /JCK.</p> <p>Time with FA Jan to organise time for uploading information to class charts</p> <p>All Y8 PP children have a meeting with a senior member of staff regarding options choices</p>	<p>Through the 360 pupils have been given more responsibility to explain barriers and suggest support mechanisms.</p> <p>Through the university visit pupils are marking informed decisions about their future.</p> <p>Over 30 lap top have been loaned out.</p> <p>Pencil cases and equipment loans have increased.</p> <p>Revision cards and check lists given to Y11 PPP</p> <p>Evidence suggests this is more effective when we meet pupils where they are and not wait for them to approach us.</p> <p>Lg continue on a half term basis to have discussions leading to more effective support.</p> <p>Increased staff awareness</p> <p>A number of PP pupils have been supported to overcome nuanced barriers.</p>
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Staff CPLD to focus on proven methods from the EFF that will support wave 1 intervention, classroom teaching.</p>	<p>ESH / CED</p>	<ul style="list-style-type: none"> Intentionally planning Pedagogy to ensure pupils think hard, make meaning, reflect, and can articulate what they have learnt. Measuring how much learning has taken place. The teaching of the learning talents (meta cognition) is developed. Pupils' skills around Oracy are developed CPLD on intentionally planning for pre-planned adaptation and responsive adaptation in the classroom. 	<p>Staff CPLD in June 2024 incorporated EEF findings / recommendations on Metacognition and self-regulation and how the impact of the approaches is particularly high for disadvantaged pupils.</p> <p>Staff CPLD in September PLD days focussed on intentionally planning for learning.</p> <p>Staff CPLD on 3rd Oct 2024 focused on 3 steps into writing, particularly relevant for disadvantaged pupils.</p>	<p>Y8-Y11 PPP are making more progress than non PPP</p> <p>Increased staff awareness</p>
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>New staff ECT CPLD.for PPP</p>	<p>ESH / NCK / CED (new staff)</p>	<ul style="list-style-type: none"> Staff to understand the barriers for pupil premium pupils are often nuanced and individual Staff awareness of pupil premium nuanced barriers is evidenced in lesson planning, use of resources and delivery of content. Staff know who to ask for support and to clarify a misunderstandings Bespoke CPLD provided for Year 1 ECTs and new staff 	<p>CPD delivered to ECTs in July ECT Induction so that they know the barriers PP pupils face and how these can be overcome as the classroom teacher.</p> <p>ECTs know who to seek regarding further support</p>	<p>Increased staff awareness</p>

<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Raising the profile of the individual needs of pupil premium pupils</p>	<p>GMW</p>	<ul style="list-style-type: none"> E-mails and information regarding PP to be shared at the beginning of each half term to all staff. Post 16 pastoral team to make teachers aware of those pupils who were previously PP in Y11. 	<p>PP are specifically targeted in Numeracy and Literacy intervention and in the concluding reports.</p> <p>Pastoral teams more aware of how to support PP on Ed Visits choice, response and payment.</p> <p>Pe staff made aware of those children who might be finding it difficult to attend clubs to try to help find solutions, like lift sharing.</p>	<p>More PP children are receiving numeracy and literacy intervention.</p> <p>Increased self-esteem of those pupils attending</p> <p>Increasing PP children attending visits and other holistic experiences</p> <p>Increased progress</p>
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Post 16</p>	<p>FNL & PTN</p>	<ul style="list-style-type: none"> Pupils who were previously PP identified and shared with staff. Study habits session with Grace Enright Pastoral team drop ins / meetings / conversations / pit stops. Completion of 360 Identification for support either organisational or financially on educational visits. Support with resources. Identify suitable buddies for support of Y11 pupils. PP become a key intervention group. PP to become a regular agenda item in meetings 	<p>Promotion of bursary.</p> <p>360's complete</p> <p>New report created to track previous pp children in Y13. Next step to develop this as a long term process.</p> <p>Pupil premium pupils identified and shared.</p> <p>Study habits support for year 13 pupils for "build up", which will be repeated for year 12. Available for all pupils, but includes pupil premium.</p> <p>PP supported through mentoring structure with pastoral team, as well as morning drop-ins.</p> <p>PP 360 completed for year 12 pupils by SRN.</p> <p>Educational visits have been targeted for PP in the first instance, before expanding to full cohort. All pupils receiving bursary have educational visit costs covered in their entirety.</p> <p>UCAS application costs covered for all pupils who have been in receipt of FSM or bursary.</p> <p>Stationery pack provided to PP in advance of PPEs.</p> <p>Bursary support for eligible pupils for transport/clothing/texts/etc.</p> <p>Exploring provision of textbooks for pupils for their studied courses.</p> <p>Literacy budget used to support wider reading for 6th form study area library, including magazines and textbooks.</p> <p>Pupil premium are a key intervention group and a focus within analysis from data points.</p> <p>Pupil premium included within regular meeting discussions for the sixth form team.</p>	<p>Increased information received on previously pp pupils.</p> <p>Information received identifies those at risk of not meeting potential.</p> <p>Improved engagement</p> <p>Improved attendance</p> <p>More PP children attending visits, receiving holistic life experiences and therefore gaining in self-belief</p> <p>Previously PP pupils are not put off applying because of cos</p> <p>Raised self-esteem, Aware they have the same resources as everyone else</p> <p>Removing barriers to reading relevant post 16 material.</p>

<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Each year all Hods complete an audit of strengths and weaknesses within the department producing CPLD to improve quality first teaching</p>	<p>ESH</p>	<ul style="list-style-type: none"> • Departments to identify strengths and weaknesses • CPLD action plan created for each department support from HOF. • Resources purchased • CPLD action plan produced as part of the HoD conference and DDP bidding process • Impact evaluation to take place at the end of each year. 	<p>HOD'S completed this at the HOD conference Jan 25.</p> <p>Undertaking DDP bidding process in relation to strengths and weaknesses</p>	<p>Subject specific related plan. Any identified weakness in T& L is addressed in CPD Plan which is known to benefit PP children</p>
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p> <p>1 1.1,1.3, 1.5, 2.1,2.2,2.6, 3.3</p>	<p>Homework</p>	<p>SKY</p>	<ul style="list-style-type: none"> • Clearly setting out the aims of homework to pupil pupils. • Understanding and addressing any barriers to completion, such as access to a learning device or resources. • Explicitly teaching independent learning strategies. • Providing high-quality feedback to improve pupil learning. • Monitoring the impact homework on pupil engagement, progress, and attainment. • Teachers should seek to understand any barriers to completing homework – for example, a lack of access to a quiet space or learning materials – and aim to avoid approaches that use homework as a penalty for inferior performance. • Pupils identified for support through class charts data. • Contact home made by class teacher, HoD and pastoral teams. If it is across subject areas. • Pupils given priority to extended library open hours – promotion through parents / carers. 	<p>Improving quality of data has been the main focus.</p> <p>SKY has provided messages in briefing about the need to 'mark' work in correctly</p> <p>This message will be repeated at the start of Pentacost and will be ongoing focus throughout the term.</p> <p>Work with LMW / PKT / GBT to develop strategic approach to HMW that is embedded within the developing Study Curriculum</p>	<p>30 plus pupils have been loaned lap tops</p> <p>Parentts now have access to students HMW, we track those who have access to the app, intervening with those who do not.</p> <p>Pupils who have been loaned lap tops have increased homework ratings on progress checks</p>
<p>2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3</p>	<p>Supporting department areas with underachieving Pupil premium cohorts</p>	<p>NCK</p>	<ul style="list-style-type: none"> • Departments identified where underachievement vastly outlies other departments. • Meetings held to identify and understand the barriers • Actions developed to support departments and their teaching of Pupil premium pupils. • Sharing good practice • Disseminate information across the school. 	<p>NCK worked with SRE re: D&T PP progress. Cultural Capital identified as significant barrier for PP.D&T have designed new curriculum approach to be trialled which supports development of CC.</p> <p>NCK worked with SRE re: D&T PP course choices. D&T to review preparation for option choices to address disproportionate PP figures on certain courses.</p> <p>NCK worked with EUD & ATK re: Geography PP progress. Cultural Capital identified as significant barrier for PP. Geography to run trip to Coast for Y10 PP this year to support NEA on Coasts. Geography investigating offering Y7/Y8 PP trip to London to support work on Capital Cities in KS3.</p>	<p>PP data in Geogrpahy and D&T</p> <p>D&T option choices over time by PP vs non-PP become inline.</p>

<p>3 2.4, 3.3</p>	<p>SEND</p>	<p>NBY</p>	<ul style="list-style-type: none"> • 360 review to take place of SEND to better understand the barriers these pupils face. • AML is going to be working closely with SEND K students (a small group to begin with – year 10) PP will be targeted. • Tailored interventions for students who have supported study in year 10 • College staff delivering sessions with students and parents in November 2024 to support preparation for adulthood/transition to college • Reward trips continued to be planned for older SEND students as they do not enjoy the climbing anymore • Whole school adaptation training • Becoming a trauma informed approach school • Offering ‘Drawing and Talking’ to pupils in the school 	<p>The 360 was completed.</p> <p>College came and delivered to large cohort – all year 10/11 EHCPs and selection of other PP and identified children and parents – plan for a visit to be arranged in the NY</p> <p>Drawing and Talking continues to be offered – class charts will tell you who has had it Staff CPLD on becoming trauma informed will take place in January trainingdya</p>	<p>AML is working with year 10 students – looking at revision strategies and preparation for examinations</p> <p>A number of actions have occurred as part of the 360 – which will impact PP – such as deployment of staff/CPLD for staff/induction and training for ESAs</p> <p>Small group year 10 sessions have been received well by students and confidence has been growing</p> <p>Planning for a visit to College in the NY – feedback from parents was it was incredibly helpful</p>
<p>3 2.4, 3.3</p>	<p>White British</p>	<p>JHY</p>	<ul style="list-style-type: none"> • 360 review to take place of SEND to better understand the barriers these pupils face • The 360 processes will identify specific actions for removing barriers and increasing the achievement of WB pupils • Key staff will be responsible for leading on the specified actions, with regular feedback to LG and wider staff when relevant 	<ul style="list-style-type: none"> • Dates agreed for 360 review in Lent term 2025 • Team organised • WB PP pupils identified GMW to ensure the review encompass the sub group of PP 	

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

Challenge area / School Improvement Plan	Actions	Staff responsible	Criteria For Success	Intervention	Impact
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Y11 Pupil premium action plan created for underachieving PPP	JCL	<ul style="list-style-type: none"> • Identification of a group of pupils who are PP and underachieving. • Meet with pupils and parents/ carers to share the plan for the year ahead. • What does revision look like • Dissemination of revision resources including timetable, check lists, highlighters, revision cards • The Parents/ carers role in revision at home and what this looks like. • Revision is fourfold: check list, content, revision, testing yourself. • Regular pit stops / conversations. • Names shared with staff 	<ul style="list-style-type: none"> • Pupils identified • Parental meeting planned for January • Praise shared with pupils • Tuition organised • Revision guides identified 	At the first tracking point all but 2 pupils had made progress in either Att , Progress, effort and homework and often in ore than one area.
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Y7 Transition action plan created to ensure a smooth transition to secondary school for all PPP	VPL	<ul style="list-style-type: none"> • Improve attendance, behaviour of those pupil premium pupils with the lowest attendance figures. Identification of the parameters for PP individuals who are concerns. Based on behaviour, attendance, punctuality, staff observation. Identification of named pupils to work with within the planned intervention to make an impact • Small group meetings, regular pit stops by CJN / VPL/SKY • Regular parental contact with PP concerns • Regular pupil premium Praise and Reward • Develop use of PP soft data 360 to improve the transition process. • Pupil premium is a standing agenda item in all pastoral meetings AM & PM • Develop the role of the tutor and year leader and pastoral leader to support PPP in transition. • See Y7 PP transition action plan for further detail. 		

3 2.4, 3.3	SEND	NBY	<ul style="list-style-type: none"> • Online tracking – new intervention Edu Key • Develop use of zones of Regulation • 'Read, Write, Inc' Fresh Start programme • VI club on Monday evenings staffed and resourced • Part time numeracy teacher to support Emmaus Learning support. • Offer of after school BSL club • Offer of staffed homework club Monday/Tuesday/Wednesday • Literacy co-ordinators working with small groups/individuals on comprehension/fluency/spelling and reading. 	<p>Edu-key has been utilised and now has a SEN/PP tab for all staff</p> <p>Zones of regulation is use in Emmaus – but not whole school</p> <p>Numeracy teacher now works alongside two ESAs to deliver 1:1 or small group throughout the week</p> <p>Literacy team are now supporting with those on the next step up from phonics</p> <p>Phonics programme now embedded</p> <p>BSL club well attended – numbers continue to be high</p>	<p>Staff have information in one place – easy to access and profiles have been produced to support individuals</p> <p>Students getting more personalised delivery of Maths to help with Maths anxiety and better outcomes.</p> <p>Literacy outcomes have been positive – see SJR literacy data</p> <p>Increase in pupil self-esteem and self-worth</p>
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Post 16 buddy / mentor system for Y11 pupils	FNL / JCL	<ul style="list-style-type: none"> • Buddies / Mentors identified, meeting held to explain the process and their role. • Allocation based on personality / ethnicity / subjects studied. • Initial meeting held to introduce and share good practice. • Communication regarding the process with parents regarding sharing of mobile numbers. • Further meeting to get buddies/ mentors to check in with mentees. 	<p>Lunchtime drop in planned for January</p>	
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	intervention to support PP	GBT/PK T	<ul style="list-style-type: none"> • 'Steps to Success' progress packs for students at a grade 3 in Maths/English, including PP students • Revision days in study leave; priority places given to PP students • Trip to Oxford University; priority places given to PP students • Updated information about intervention / exams shared with parents through mentoring system • Complete access to courses on Seneca learning- introduced in Advent 2024 • Launch of Pupil Progress data platform with Science/ English- specialised features to track PP data • Explicitly identify PP pupils on academic intervention trackers. 	<p>Year 11 steps to success target group rolled out in July 2024.</p> <p>Year 11 intervention data shared with mentors during mentoring cycle 1.</p> <p>Pupil progress data now launched with Eng/Sci. CPLD provided and data collection now live.</p> <p>Seneca learning TOAT delivered 07/10/2024.</p>	<p>Internal date indicates that Y11 PP pupils progress out performs non PP pupils.</p>
4 1.1, 4.2	Literacy and numeracy coaches	ESH MAU / SJR	<ul style="list-style-type: none"> • The number of pupils using the interventions decrease over time. • Referrals made from pastoral and subject teams. • PP given priority to interventions • Lack of attendance at numeracy and literacy intervention is chased up with pupils and parent, barriers identified and addressed. 	<p>PP pupils continue to be given priority for intervention. Progress and impact are measured.</p> <p>Lack of attendance is chased and any potential barriers identified and addressed.</p> <p>Numbers of PP pupils engaged in intervention Advent 2024: Numeracy 47% of pupils are PP.</p>	<p>Internal date indicates that Y11 PP pupils progress out performs non PP pupils.</p>
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Pupil premium mentors	VPL / LMW	<ul style="list-style-type: none"> • Y8 pupil premium pupils to be given the best mentor available, all pupil premium mentors to be allocated first. 	<p>Experienced mentors are targeted for PPP current Y7 in to Y8 trial.</p>	

	<p>Providing resources including revision and dictionaries to pupils</p>	<p>GMW</p>	<ul style="list-style-type: none"> • To explore the cost of providing revision materials for all subjects that do not produce their own. • To explore providing dictionaries for all PP pupils who require one • To hold a central store of resources for pupils to loan during the revision process. • To develop the loan process for use by pupils in future years. • To explore the use of GCSE POD for pupils at St Paul's • To promote more widely the use of online resources like Maths Watch. 	<p>Costs for a number of items are being explored for next year's budget.</p> <p>Y9, 10 &11 PP pupils identified for support through this programme.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Challenge area / School Improvement Plan	Actions	Staff responsible	Criteria For Success	Intervention	Impact
4 1.1, 4.2	Half term activity clubs	GMW	<ul style="list-style-type: none"> Half term activity clubs are run at Christmas, Easter, and Summer all PP children from the area not just St Paul's are invited. Food is provided for pupils attending Partnered with the 5 on it foundation Communication with parents regarding process of how to sign up Assemblies identifying the benefits are delivered to children Targeted phone calls to parents of PP to encourage them to attend extracurricular clubs 	<p>St Paul's hosted sessions in Summer</p> <p>Sessions over Christmas attended by some PP.</p> <p>Information advertised to parents carers and pupils.</p>	<p>PP children active during school holidays</p> <p>PP children are receiving meals when not at school.</p>
4 1.1, 4.2	Transition pupil premium action plan	VPL / ABD	<ul style="list-style-type: none"> 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 Attendance rates for new pp y7 remain good Reflection room data is in line with the rest of the year group. Ensure all pp pupils are visited by St Paul's staff prior to their induction day. PPP are targeted to attend summer school. Creation of the Transition hub to help support those pupils who are struggling to cope in mainstream classrooms. PPP are targeted for inclusion in summer school New year 7 pupils are more comfortable and settled in their transition to ST Paul's. Named Feedback by pupils and parents / carers show positive reports on the transition process for pupil premium pupils. Reduction of exclusions and use of the Reflection Room in those students in the first half term., compared year on year. 	<p>Summer school delivered Summer 24</p> <p>PP parents specific targtted on induction evening to sign up or to discuss the barrier preventing sign up.</p> <p>Liaised with Computer Science to offer pupils the opportunity to complete pupil feedback forms in class to ensure ALL pupils have the same access to electronic devices to complete the form.</p>	<p>92% (88% 2023) of the cohort found their transition visit helpful and reassuring, 89% enjoyed their induction day in July 2024</p> <p>Over 82% (74% 2023) felt confident in using ClassCharts to complete homework</p> <p>Over 90% (85% 2023) feel happy and safe in their canteen, courts and around the school site.</p> <p>Pupils had no negative comments to make about St Paul's. Many commented how quickly they got into the routine and way of life at Paul's and that due to the kind, friendly and supportive nature of the school many of their worries are no longer concerns.</p> <p>31.5% of PP cohort attended Summer School (this is an increase on last year which was 24%)</p>

<p>1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3</p>	<p>The role of the Pastoral team in reducing the known barriers to poor behaviour and organisation.</p>	<p>PTN</p>	<ul style="list-style-type: none"> • Know who they are • De-escalation programme for pp pupils who regular sent to reflection. • Meeting pupils where they are. Having conversations, pit stops, drop ins with pupils. • Analysis of reds for equipment • How to develop routines and habits to develop organisation. • Pit stops and conversations • Use of the 360 information • Praise and reward 	<p>Pastoral teams and the processes they are using highlights when organisation etc are concerns. Clear expectation of intervention and support. Revised BAC, in line with CST, will support pupils to avoid repeated reflections. On-report cards using CC – development of existing report card processes. Implementation and review.</p>	<p>Reflection use and suspensions reducing for PP children</p>
<p>4 1.1, 4.2</p>	<p>Ensuring all PPP have the right educational resources to succeed</p>	<p>GMW</p>	<ul style="list-style-type: none"> • All pupils Y7-y13 who need a laptop have a laptop. • Art pupils have the necessary equipment for studying GCSE, including but not limited to Art, Technology, Maths and Science and Music. Departments are reminded of this during the PP DDP process. • Pupils given revision resources, books and cards where needed. • Pupils know they can request these. 	<p>Revision packs distributed to targeted Y11 pupils Exploring costs of additional items for Y9 and y10 PPE preparation</p>	<p>30 lap tops have been distributed Homework grades on progress checks improving PP motivational poster created, includes a quote from themselves to their future self. Increase self-belief</p>

<p>6 2.4, 1.5, 1.1</p>	<p>Improving motivation and aspirations for pupils through several different mediums.</p>	<p>NCK</p>	<ul style="list-style-type: none"> All PP pupils will be offered a university visit in Y9, 10 and 11. All PP pupils and parents will be prioritised for support in organisation and financially for educational visits throughout each year. All Y11 PP pupils will attend a restaurant to help develop social skills and self-esteem in social situations. All PP will receive careers guidance; underachieving pp pupils will receive extra guidance and mentoring from the careers team. Continuation of a structured programme of events for alumni and other visitors to attend face-to-face workshops. All Pupil premium pupils should be given priority access to these events. 	<p>All Y9, Y10 and Y11 pupils have been offered university trip with majority attending. Feedback from staff and pupils shows improvement in aspirations across all trips and year groups. Additional trips were offered for Y11 target groups including Loughborough University for Engineering career aspirations and University of Bedfordshire for PE & Sports career aspirations.</p> <p>PP pupils supported with equipment throughout the year where flagged by department or pastoral teams.</p> <p>All Y11 pupils in previous cohort were offered restaurant visits. Current cohort will have same opportunity as restaurants are already booked for this term. Pupil and staff feedback shows these trips improved self-esteem and social confidence.</p> <p>Careers team have received training and meet with NCK weekly to discuss bespoke support for PP pupils. PP pupils offered additional support to access interviews etc.</p> <p>Y10 and Y11 PP parents received additional contact and support to encourage attendance at Careers Fair and other events throughout the year.</p> <p>All Y10 pp placed for work experience visits. Financial contributions made where support is requested.</p> <p>Y11&y13 guest speaker talks have been planned and delivered.</p>	<p>Trip evaluations in PP folder on T drive are extremely positive increasing self-worth and self-belief.</p> <p>Laptop loan and equipment given to pupils in need.</p> <p>Positive feedback on trip evaluations in PP folder on T drive</p> <p>Feedback from Northampton university visit positive</p> <p>Positive feedback from guest speaker chats</p> <p>Removing the cost barrier of inspirational and motivational work experience.</p> <p>Communications saved in PP folder on T drive</p>
<p>5 1.5, 2.4, 2.6</p>	<p>Improving parental engagement of PP families</p>	<p>LMW</p>	<ul style="list-style-type: none"> Extra phone calls to underachieving PP pupils in between mentoring sessions. Phone call and e-mail reminders before mentoring and information evenings. 2 Class teacher and form teacher phone calls / post cards home. 	<p>Mentors to call Y11 parent's week before Feb half term.</p> <p>Script of what parents should be seeing at home to be centrally written and shared with mentors.</p>	

<p>1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3</p>	<p>Individualised data analysis to identify pupils underachieving at classroom, departmental and Year group level to ensure the right pupils are being supported and barriers removed.</p> <p>To include but not limited to attendance, punctuality to school, effort, independent learning, attainment, progress, and accelerated reader scores, behaviour. Engagement if extra-curricular activities, engagement of parents at information evenings and mentoring.</p>	<p>GMW</p>	<ul style="list-style-type: none"> • Link with mentoring • Awareness of the individual needs of pupil premium pupils is evident at a departmental level. • Review of progress an improvement in the data. • PTA to provide PP data to HOF, HOD, YL, PL at each data capture. • Pastoral staff are aware of the needs of their individual cohorts and have a range of strategic interventions in place to meet these needs. • Triggers for intervention are identified 	<p>Shared data with Y11 in December</p> <p>All other year groups receive their data in January.</p> <p>Individualised CPLD with each pastoral team in order to used data effectively.</p>	<p>Staff more aware of needs.</p> <p>Y9 YL Working with tutors to have an impact on underperforming Y9 pupils.</p>
<p>4 1.1, 4.2</p>	<p>Reading comprehension strategies</p>	<p>SJR</p>	<ul style="list-style-type: none"> • A range of books are available in the library that reflect student interest] • Tracking accelerated reader data. PP against whole cohort. • PP students who are identified as requiring Literacy intervention for reading are tracked and monitored to ensure progress. • Reading rewards – books from the vending machine – PP students are tracked re rewards provided. • Any reward visits or competitions – PP engagement is tracked by the Library and AR co-ordinator. • To explore the use where appropriate of seating plans linked to reading ages. 	<p>New selection of books has continued to be developed</p> <p>AR data – we continue to track PP data through the AR screening at each assessment point (3 a year for KS 3). See data: T:\English - SJR\6 - Accelerated Reader\5. Data Landscape\Archive\Screening reports</p> <p>PP students identified to receive Literacy support have been supported and impact tracked through: questionnaire, work produced, PC data.</p> <p>Reading rewards – we continue to provide students with rewards including the Vending machine books. The Reading co-ordinator tracks who is receiving rewards.</p> <p>Rewards – PP continues to be tracked by the Library and AR co-ord.</p> <p>Class charts has all reading ages available for staff in order to use this to inform seating plans and therefore adaptation.</p>	

<p>1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3</p>	<p>Oracy strategies</p>	<p>SJR</p>	<ul style="list-style-type: none"> • Oracy has been threaded throughout Craft of the classrooms – this will continue this academic year. • Oracy – development within the English team to thread oracy throughout pedagogy. 	<p>On 19th November all HoDs and departments reviewed their baseline for both Oracy and Writing.</p> <p>On 10th Jan 25 HoDs began to review the Oracy Benchmarks in order to identify the next steps in terms of a strategic approach to the leadership of oracy and pedagogical development – Oracy Voice 21 Benchmarks are being used to review and develop.</p> <p>Oracy – English team – we are reviewing our curriculum and threading rhetoric throughout the curriculum map across KS 3 – 5 (this is an ongoing process).</p> <p>Oracy – English Team – through our CPLD we are developing the knowledge and skills of teachers in terms of their pedagogical approaches to Oracy. This is ongoing.</p>	
<p>1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3</p>	<p>Reducing PP inclusion room use</p>	<p>PTN</p>	<ul style="list-style-type: none"> • Data analysed • Pastoral teams asked to focus on those PPP individuals who attend the inclusion room disproportionately more than others. • Intervention logged on the intervention tracker. • Regular conversations / pit stops with pupils. • Short term smart targets set. • Data shared with individuals, so they are aware of improvements. • Regular communication with parents/carers. • Praise and reward regular and often. 	<p>Reflection room data analysed half termly – including for pupil characteristics.</p> <p>Expectation of interventions with individual pupils to reduce subsequent instances.</p> <p>Use of CC for praise and on-report. Implementation and review.</p> <p>PP data in Y11 and Y9 is lower than other year groups.</p> <p>Y7 data extremely high.</p>	<p>Improving picture of gaps closing</p>
<p>1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3</p>	<p>Developing self- belief, self- worth and self esteem</p>	<p>GMW</p>	<ul style="list-style-type: none"> • We can only develop these areas if pupils are known as individuals. • Data analyses is on an individual basis. • Barriers identified for individuals. • Praise and reward are targeted towards PPP, is regular and purposeful from form tutor, class teacher, Hod, Hof, YI and PL. • PPP are targeted for educational visits including university and restaurant visits. • PPP given opportunities to lead. 	<p>Gmw continues to raise awareness to staff through half termly notices and briefing. GMW plan times for the rest fo the year with JHY.</p>	<p>More pupils attending educational visits</p> <p>More lap tops have been handed out to pupils</p> <p>Internal data implies Y8 to Y11 PP are outperforming NonPP</p>
<p>1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3</p>	<p>Resourcing the reflection room</p>	<p>PTN</p>	<ul style="list-style-type: none"> • Review the provision of learning to ensure the resources in the reflection room are fit for purpose. 	<p>ICT is available for pupils.</p> <p>Pupils can continue their learning by accessing work set on Class charts or through accessing the online provision for alternative learning (SharePoint).</p>	<p>PP attendance best in MK, top 20% for the country.</p> <p>P8 ranked 2nd in MK.</p>

1 1.1,1.3, 1.5, 2.1,2.2,2. 6, 3.3	Improvement in Attendance, behaviour, exclusions, and punctuality of PPP who are lower than the rest of the cohort.	PTN	<ul style="list-style-type: none"> The number of PPP excluded is reduced.by developing relationships, self-belief, coaching conversations The number of PPP sent to the reflection room is reduced.by developing relationships, self-belief, coaching conversations All state of the nation data to include PP information. 	<p>Half termly data analyses, as well as live data, includes pupil characteristics.</p> <p>Year on year data shows a decreasing rate of suspension for PP pupil.</p>	
2 1.3, 2.1, 2.2, 2.3, 2.6, 3.3	Improvement in effort, homework of PPP who are lower than the rest of the cohort.	GMW	<ul style="list-style-type: none"> The effort grade for PPP is increased. The Homework grade for PPP is increased. Pastoral team, including tutors share information with individuals where the data shows they are lower than they should be. One short term achievable target is created for the pupils to work with. Regular conversations around the short-term targets, are had with the pupil. Attempts to build self-esteem and self-worth through relationship building, praise and reward occur. Regular contact with parents and carers, ideally via phone and as a last resort via e-mail. 	<p>Target group identified</p> <p>Meeting held prior to summer holidays.</p> <p>Resources shared including check lists, revision cards, highlighters, revision timetables.</p> <p>Motivation posters created</p>	<p>Year 11 target group 11/13 improved in at least one area, most pupils improved in more than one area and 2 pupils improved in all areas.</p> <p>PP pupils were positively represented at the Christmas reward lunches</p>
6 2.4, 1.5, 1.1	Careers	LPO / NPS	<ul style="list-style-type: none"> I WORK FOR Y10 PP pupils at risk of not getting the most out of the process. PPP given priority for placements during setting up of work experience. Consideration of paid bus tickets to enable productive work experience placements. PPP are provided with additional support when exploring Unifrog and work experience opportunities I WORK FOR Y10 PP pupils at risk of not getting the most out of the process. Bespoke invites to PP parents to invite them to a Careers Fair Targeted invitation to Careers Fair Prioritised in all career's activities – Work outs, Careers Fairs, Get that Job, Unifrog sessions, WRLD Work tree opportunities to attend Work Out sessions free Creation of Y12 careers ambassadors supporting PP pupils to engage with employers 	<p>I WORK for PP (no funding) GMW decision / The I WORK SEND for Year 10 this year included PP/ EAL</p> <p>PP Priority for placements – We ragged PP pupils and had priority of placements, and all have a placement</p> <p>Provided with additional support when exploring Unifrog and work experience opportunities – This is installed in a session with the tutor group.</p> <p>Bespoke invites to PP parents to invite them to a Careers Fair – Yes that is correct. We had 120 responses from parents across Yr 11/12/13</p> <p>Creation of Y12 careers ambassadors supporting PP pupils to engage with employers – YES</p> <p>Alumni Network expanding to offer career sector talks and aspirational talks.</p>	<p>This has led to more PP pupils accessing it.</p> <p>All PPP have a placement</p> <p>Targeted invitation to Careers Fair – Yes, they targeted and came in the quite section.</p> <p>Prioritised in all career's activities – Work outs, Careers Fairs, Get that Job, Unifrog sessions, WRLD and University Trips – YES</p> <p>Work tree opportunities to attend Work Out sessions free – Yes we passed information to relevant YL and CAPA This made PPP more engaged.</p>
5 1.5, 2.4, 2.6	Use of student, parent, and staff surveys / forums to establish current attitudes and needs	LMW /JHY	<ul style="list-style-type: none"> Responses to surveys / forums inform future planning and identify areas for further improvement for pupil premium pupils. 	Yearly survey went out in Jan 25	

6 2.4, 1.5, 1.1	Continuation and development of the Holistic Pupil engagement tracker	GMW / JCE	<ul style="list-style-type: none"> All year groups have an engagement tracker that is updated regularly All interventions, extra-curricular activities, educational visits, collective worship involvement. Involvement outside of school are logged. YL /PL to share information with FA. Used to directly identify where pupils might need support to develop themselves holistically i.e. involvement on educational visits 	<p>Ed visits support given to pupils who have not been on many visits</p> <p>Red bull racing opportunity 60 PP PUPILS IN Year 9</p> <p>Targeted intervention in place for Ed Visits day</p>	<p>20 Y9 Pupils identified for a free Panto visit based on lack of visits previously.</p> <p>Y9 pp targeted for the Red bull opportunity.</p>
5 1.5, 2.4, 2.6	Increasing the attendance of parents of pupil premium pupils at information and mentoring evenings.	LMW	<ul style="list-style-type: none"> Targeted intervention through phone calls and e-mails. Attendance and engagement at parents / carers information evening and mentoring appointments are like that of non-pupil premium pupils. The number of PP parents attending evenings improve. Pastoral teams build strong relationships with pupil premium families over time 	<p>Year leaders have made phone calls to PP parents before information evenings which. These parents have also had an additional text alert to remind about signing up.</p> <p>Mentors have been reminded to chase their PP parents if they have not booked on for a mentoring slot. We have reopened mentoring after the cut off date to allow for parents to still book on when reminded</p> <p>Y9 and Y11 information evenings have been recorded and sent to PP parents and carers who did not attend.</p>	<p>Small increase in attendance</p>
5 1.5, 2.4, 2.6	Engaging and upskilling of parents to support Pupil Premium strategies using information and discussion evenings as well as online presentations, including Class charts.	LMW /YL /PL PTN	<ul style="list-style-type: none"> Engagement in Independent learning is in line with peers... evidenced through progress check data and strategic monitoring of Pupil Premium use of Its learning Class Charts usage data published and analysed by YL / PL and actions put in place. 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. Staff leave no stone unturned in engaging the parents of PP parents. 	<p>Specific PP actions are being considered on the new study habits curriculum and how these will be shared with PP parents.</p>	
1 1.1,1.3, 1.5, 2.1,2.2, 2.6, 3.3	Breakfast club	JMN	<ul style="list-style-type: none"> Identify funding to provide breakfast for those you need it. Liaise with the national schools' breakfast programme Liaise with catering regarding ordering and storage. Plan in place to set up the programme Organise the initial meeting 	<p>Free bagels have been offered for all pupils who want one.</p> <p>Advertised to pupils, parents / carers</p>	<p>80-100 bagels a day are be given free to pupils.</p> <p>Pupils are no longer using the FSM money for breakfast.</p>
1 1.1,1.3, 1.5, 2.1,2.2, 2.6, 3.3	Charity support in conjunction with Marks meals	GMW	<ul style="list-style-type: none"> Agree dates where small groups of pupils can attend and support with making Meal packs and understanding the need for the charity Groups of 8 pupils with one member of staff x2 each half term. Ed visits paperwork complete and authorised. Visits take place and are evaluated 	<p>Dates agreed</p> <p>Y9 visit completed</p> <p>Y7&y8 Visits planned.</p>	<p>Pupils grew in confidence during the visit.</p> <p>Pupils are happier and initiate conversations more frequently with staff around school.</p>

<p>1 1.1,1.3, 1.5, 2.1,2.2, 2.6, 3.3</p>	<p>PP Motivational talks</p>	<p>NCK</p>	<ul style="list-style-type: none"> • Plan a series of talks with past pupils / local people who were PP in school and are highly successful. • Plan appropriate content for year groups. • Invite speakers • Place dates on the Calendar • Create questions 	<ul style="list-style-type: none"> • Exploring opportunities to have no one left behind run club at St Pauls. <p>Calendar of guest speaker events is in place for academic year with different year group each half term. All PP are invited to their year group guest speaker event. Y12/13 October – Victoria Williams, Y11 December – Chadrack Kiyama. Both events very well-received by pupils. Questions were prepared and shared with the guest speakers in advance.</p> <p>Additional workshops are on calendar for smaller, targeted groups of PP. First of these events was from Kirsty Darko for Y11 BA PP girls. Focus was on building aspiration and self-esteem with additional focus on accessing careers in Law. Further workshops are planned with Alumni in fields of Design.</p>	<p>Feedback overwhelmingly positive</p> <p>Both well attended</p>
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