

# Pupil premium strategy statement – St Paul’s Academy

This statement details our school’s use of pupil premium (and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Paul’s Academy
Number of pupils in school	1120
Proportion (%) of pupil premium eligible pupils	36
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 – 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sheila Ward, Principal
Pupil premium lead	Ananda Fernando, Assistant Principal
Governor / Trustee lead	Bernie Borland, Chair of Governors.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£401,652
Recovery premium funding allocation this academic year	£135,000
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£Nil
*Recovery premium received in the academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in the academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	
<b>Total budget for this academic year</b>	£

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Pupils from disadvantaged backgrounds have been amongst the greatest negative impact due to the pandemic. Pupils from disadvantaged backgrounds lost, on average, approximately 2.2 months in reading amongst both primary and secondary aged pupils, and around 4.5 months in mathematics for primary aged pupils. This means that disadvantaged pupils lost about half a month more than non-disadvantaged pupils in reading and around a month more in primary mathematics. (DfE June 2021)

Our overall intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum - particularly in EBacc subjects.

At St Paul's we aim to narrow the Attainment and Progress Gap between Disadvantaged pupils and non-Disadvantaged pupils by focusing on Quality First teaching. Therefore, high quality teaching is at the heart of every faculty's curriculum intent, with a focus on areas in which disadvantaged pupils require the most support. The Quality First Teaching approach is proven to have the greatest impact on narrowing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at St Paul's.

The Pupil Premium strategy at St Paul's is all-inclusive and is integral to wider plans of the Academy. From the point of education recovery, we have utilised the National Tutoring Programme for pupils whose education has been worst affected. This includes non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. Therefore, we have adopted five main areas to work on: reinforcement of St Paul's Teaching and Learning principles, Assessment, Feedback, Learning Outside the Classroom and Reading. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure ALL pupils are challenged in the work that they're set
- identify early the students needing intervention and act immediately
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use all available data to monitor the progress or lack of progress and implement ways to celebrate and consolidate successes

## Challenges

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

Challenge number	Detail of challenge
1	Low level of independent reading amongst disadvantaged pupils. Our surveys and KIT calls suggest that most disadvantaged students do not have access to good quality reading material at home. This is compounded by ever decreasing parental engagement due to economic and social constraints.
2	The number of disadvantaged students coming from KS2 as 'not secondary ready' are ever increasing.
3	We have reliable evidence to conclude that the education, mental health, physical health and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. Data from our in-house systems of KIT calls, attendance during the pandemic, engagement in remote learning indicate that most of our disadvantaged students' progress have been adversely affected. Many disadvantaged students either lack technology provision or share their technology.
4	Newly appointed Closing the Gap Managers have found through their observations of students and meetings with individual students that most of our disadvantaged students (particularly the low prior attainers) lack metacognitive strategies when confronted with challenging tasks. This is true of many subject areas, especially where there is a high-level of literacy demand.
5	The gap in attainment between disadvantaged pupils and non-disadvantaged pupils has widened due to a number of factors. For instance, lack of electronic devices, poor study habits, lack of academic support at home etc.
6	Ever increasing emotional, physical, mental needs of students have led the academy to deploy staff who can support these students. Recruitment of such staff has been a challenge.

## 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
Narrow the attainment gap between the disadvantaged pupils and non-disadvantaged pupils at the end of KS4	By the end of the current plan, the attainment gap is narrowed to its lowest point and the average attainment score is equal to non-disadvantaged students.

Improved reading comprehension among disadvantaged pupils across KS3.	Regular testing in place and the test results indicate improved comprehension skills among disadvantaged pupils.
Feedback; metacognition; retrieval practice; regular homework – is embedded in all lessons; monitored through LW	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by quality of homework and completion rates across all classes and subjects
Improved engagement and participation of pupil premium students in wider academic, vocational and enrichment activities.	Increase in the number of disadvantaged pupils' participation in the wider activities.
In addition to recruiting teaching staff to improve quality-first teaching academy needs to recruit more support staff who are able to support students' various needs.	Staff in place and reduction of disengagement of vulnerable students.
Create a culture within the homework provision to improve the learning outside the classroom habits of all students particularly the disadvantaged students.	Systems of setting, recording and providing feedback to students in place.

## 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: £ 82628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of two Closing the Gap Managers	<p>Our mission statement spells out that we are to provide opportunities for young people to develop the knowledge, skills and wisdom necessary for effective learning. As the academy aims to fulfil those ambitions, it has been decided that more specialised personnel should be appointed for an academy with over 1145 students of whom 36% of population is made up of disadvantaged pupils.</p> <p>To increase aspirations by exploiting educational innovations and opportunities in the best interests of our students and staff.</p>	1,2,3,4,5
Appointment of a Cultural Capital champion	<p><i>“Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital”.</i></p> <p>Cultural capital is the essential knowledge that students need to be educated citizens.</p> <p>Ensuring students have an up to date understanding of current events</p> <p>Ensuring students have the resources and knowledge to feel equipped when they leave SPA.</p> <p>Ensuring students have knowledge deemed to be crucial within your</p>	1,3,4,6

	subject that they may not be explicitly mentioned or included within your subject curriculum	
Roll out of RAP meetings across all year groups	A RAP involves all the stakeholders in the Academy. A RAP is a tactical, short-term action plan to focus activities on raising attainment. It should contain a balance of short-term, tactical quick wins and longer-term strategic actions. Such as raising the attainment in English and Maths in KS4 and improve the literacy and numeracy skills in KS3 students and raise the reading ages of children at least to their biological ages.	2,4,5

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

Budgeted cost: £30,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tuition, for pupils whose education has been most impacted by the pandemic. Through the NTP, 60 students were provided 1-3 ratio tuition	Tuition partners are approved tuition providers who are trained to deliver tailor made programmes to students. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4,5
Developing metacognitive and self-regulation skills in all pupils	Feedback; metacognition; retrieval practice; regular homework – is embedded in all lessons; monitored through Learning Walk. Reinforce the importance of St Paul’s Teaching & Learning Principles. Metacognition and ‘Thinking 6’ trialled and expanded for HPA students. Priority feedback both during lessons (live marking), homework, tests and	2,4,5

	PPEs/ Academy Exams (EEF research) (EEF reports -when feedback is used to support student progress).	
Reading test bought in for all students with those below reading age retested in Sept onwards. Testing of new starters	Oracy- CPD and embedded into briefing; led by Lit Lead (EEF through embedding oracy into the curriculum) Reading initiative embedded in all lessons –staff briefing to share good practice and LW monitoring (EEF report- through reading and comprehension) Structured writing support for GCSE exam Differentiated resources to support extending writing- structured strips, writing templates, sentence starters and tier 3 knowledge checklists;	1,2,3,4,5

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

Budgeted cost: £50,877

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress Review meetings	Facilitate parental engagement meetings with Senior Staff during most convenient time for parents	1,5,6
Reading Mentoring	Pairing below CA readers with reading mentors who have a RA of 17Y+ builds skills, confidence and a love of reading.	1,2
NTP	Selection of most disadvantaged students in Y11 focusing on Vulnerable Group data. Focus on underachieving students and key areas for improvement in English and Maths.	3,4,5
RAP KS4	Highlights students to subject leaders. Empowers HODs to develop plans for teaching and intervention for disadvantaged and underperforming students.	2,3,4,6
RAP KS3	Highlights students to staff. Empowers teaching staff to have tangible and successful teaching strategies. Gives teachers a platform to discuss how best to support disadvantaged and underperforming students.	1,2,3,4,6



Exam/revision techniques	At KS3, begins the journey of how and when to revise. At KS4, targeted support for different prior attainment groups and how they best employ revision/exam techniques.	1,2,3,4,5
Revision Material	Maths text books were purchased for all pupil premium students.	1,2 & 5
Literacy strategy	Tutor groups have a reading pleasure book and use of SPA Reading Code.	1,2,5,6
Academic Mentoring	Pairing successful KS4 HPA students with KS3 HPA students to develop their study skills and attitude to learning.	1,2,5,6
Study Space	Designated study space for PP students.	1,2,3,4,5,6

**Total budgeted cost: £ 164,144**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*There is still a considerable gap between the attainment of Disadvantaged pupils compared to non-disadvantaged students. However, the gap between the achievement of a standard and strong pass in both English and Maths are narrowing. We aim to continue these priorities into next academic year with a renewed action plan in place.*

*Appointment of staff with strategic responsibilities to close the gap have shown signs of progress especially in the areas of intervention, reading across the school with a particular emphasis on disadvantaged students. Number of clubs are now in place to bolster cultural capital among disadvantaged students.*

*The introduction of Rapid Action Plans across all year groups during last academic year is proving to be a success.*

*KS 3 RAP meetings focus on key target groups. These include disadvantaged students who are also HPA, low reading age or are cause for concern. This data is collected from Reading Age Tests as well as reports and BehaviourWatch. Class teachers are invited to the meetings where students are discussed and actions are agreed. These meetings take place on a rolling basis with the students then discussed again after the teachers have implemented the T&L actions. Staff then share successes and barriers. If the students make improvements then they move off of the RAP meeting schedule and are replaced with other disadvantaged students. These students then also become the students that the CTG Team meet with.*

*KS 4 RAP meetings focus on underachieving disadvantaged students in subjects across our curriculum. Students are selected based on data collated from 4Matrix and SIMs. The meetings focus on the barriers to learning for HPA, HPA PP and PP students and those with a disadvantage. This includes the Vulnerable (V) group students underachieving in English, Maths or both subjects. Colleagues discuss ways to mitigate the barriers of the selected students and implement Wave 1 teaching and learning strategies and select students for subject intervention Masterclasses.*

*Students who are consistently flagged across the curriculum are tracked through a live GoogleDrive excel spreadsheet. This informs student interviews and learning walks. Where necessary SMART target setting meetings are established with parental engagement.*

*The rationale for implementing the National Tutoring programme for Year 11 English and Maths is to reduce the attainment gap within the school for our most disadvantaged students. Tempest Resourcing and Fleet Tutors have been selected to facilitate near-peer support in order to boost attainment through a ratio of 1:3. It has been identified through comprehensive research conducted by the Educational*

*Endowment Foundation (EEF) that small group mentoring can boost attainment of students by up to 5 months.*

*The Head of Department for English and Maths have closely worked alongside the Closing Gap Managers to select students based on PP/FSM indicators and those who have been severely disadvantaged by the pandemic. The students participated in a 12 week face-to-face intervention programme as a complement to the curriculum being delivered in these subjects in 2021-2022 academic year. The tutor sessions are delivered in rooms that are different to classrooms with minimal impact to the curriculum for Year 11 and a rotation system for Year 7.*

*National Tutoring Programme Year 11– Tempest Resourcing is working with 30 Year 11 V group students in English and Maths identified from data. These are marginal groups that are underperforming in light of their KS4 target grades. Students completed 12 weeks of tuition to support external exams. Data is currently being collated and analysed for Report 3 and PJG 3 to ascertain the impact of the initiative on the progress and attainment of the students.*

*National Tutoring Programme Y 7- Tempest Resourcing is working with 30 students across Year 7 in 1:3 tuition groups for English and Maths. Pupil Premium students were selected to take part in the tuition. Fifteen PP students with a Reading Age below their biological age were selected for English and fifteen PP with a MIDYiS below expected were selected for Maths. Our Reading Age data demonstrates that a positive number of months was added to student Reading Ages. We are awaiting the results of the latest Academy Exams to evaluate the impact of the Maths sessions.*

*Student Reading Mentors were created initially for Y8. We selected ten students (from the Duke of Edinburgh cohort) with a reading age of 17 years or above in Y11. These students were then matched one-to-one with 10 PP students who had a reading age below their biological age in Y8. An investigative survey demonstrated that the Y8s did not have somebody to read to at home so we used the mentors to support them with reading aloud.*

*We are able to say from soft data that 60% of the students agreed with the statement 'The reading mentoring programme helped me feel more confident with my reading'. Moreover, 80% of students either agreed or strongly agreed with the statement 'Having a reading mentor has made my reading better'. A number of student comments also said that they enjoyed the programme and that it helped with their reading.*

*Our reading results have shown an average increase of 1 year 8 months for Y7 (against a school average of 11 months) and 1 year 3 months for Year 8. Moreover, we saw one student move from 11 years 2 months to 17 years (the highest possible score).*

*A further mentoring programme that we are running is the Academic Mentoring Programme. This programme has been created with the support and views of the*

students. Ten Y10 pupil premium students were selected for their positive reports and who have PJGs which are higher than their SPA TG. We used a mixture of HPA and MPA students for this.

The Year 10 students then helped design a programme of mentoring support to last 5 weeks and covering the key indicators of success on the SPA School Report. The students then shared their own good practice before we formalised it into a mentor handbook.

Y7 students who are PP and HPA were then split into groups of 5. From this, the Y10 students collect them each week and mentor them on their ways to academic success. In a survey 92% of the students said that the mentoring helped them have a better understanding of what they need to be successful.

National Tutoring Programme 2022/2023- Fleet Tutors are working with 30 Year 11 students in English and Maths who have been identified as disadvantaged from Year 10 PPE results and Professional Judgement grades. The students were identified from data as key marginal groups. Students will complete 14 weeks of tuition to support their terminal exams in Maths and English.

Meetings with individual pupils at KS3 - students of concern are met with on a regular basis. The meetings are bespoke. For instance, some students are met regularly if their barrier is around LLD and they are then given short term manageable targets. Equally, some students find learning outside the classroom as their major barrier to learning. These students are met when they need it and given a space to learn. Moreover, all students are provided with the equipment they need to succeed if they require it.

Meetings with KS4 students are targeted to ascertain barriers to learning and reasons for underachievement. The meetings are aimed at identifying additional layers of interventions that can be implemented to support progress and attainment. Examples include the identification of students who need study spaces as outside spaces are not conducive to learning or those that would benefit from mentoring support. Students identify ways they can improve on performance and identify ways the school can support them. Similarly, the learning conversations had with students are used in effective dialogue at RAP meetings, parental engagement and with classroom teachers and pastoral leads.

Introduction of Progress Review Meetings across all year groups are proving to be a success as SLT get the opportunity to meet the disadvantaged students and their parents/carers to discuss their progress or lack of progress.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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NTP	Tempest Resourcing/Fleet Tutors
Exam Techniques	Maximize Your Potential
Rising Futures	Yes,Futures!
Barriers to Learning	Youth Build
Reading Age Tests	GL Assessment
Disadvantaged Students Access to Vocational and Academic Pathways	Career Ready
Access to Russell Group Universities	Universify
Bronze Award Programme	Duke of Edinburgh
Study Seminars and A-Level Taster Sessions	COLFES
Construction	Flower Skills
Study Masterclass for HPA	Christ the King Sixth Form
NVQ Level 2 Leadership Accreditation	Peabody
Career Carousel	6th Form Colleges/Vocational Companies and STEM
City and Guilds Level 2 Certificate in Carpentry	TeamVIY
Vocational Programmes Visit	Shooters Hill College