

Pupil premium strategy statement – St Paul’s Academy

2023-2024

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	1103
Proportion (%) of pupil premium eligible pupils	35
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Sheila Ward, The Principal
Pupil premium lead	Ananda Fernando, Assistant Principal
Governor / Trustee lead	Sarah Griffin, Chair of Governors.

Funding overview – 2023/2024

Detail	Amount
Pupil premium funding allocation this academic year	£401,063
Recovery premium funding allocation this academic year	2022-2023 - 58787
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
*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.	

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

Statement of intent

Pupils from disadvantaged backgrounds have been amongst the biggest losers because of 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. Academy has identified that there is an urgent need to re organise its curriculum to suit the learners needs, particularly to provide opportunities to gain a deeper knowledge and skills in KS 3.
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 a subject area, 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 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 homework completion rates across all classes and subjects
Improved engagement and participation of pupil premium students in wider academic, vocational and enrichment activities.	Increase in number of disadvantaged pupils' participation in the wider activities.
In addition to recruitment 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re designing of the curriculum	Our three-year KS3 curriculum provides a wealth of opportunities to acquire deeper knowledge and skills, laying the foundations for successful outcomes at KS4. Literacy, numeracy and creativity are embedded across all subjects and our well-stocked library is a real hub for reading and learning.	1,2,5,6
Appointment of two Assistant Principals in charge of Key stages	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. To increase aspirations by exploiting educational innovations and opportunities in the best interests of our students and staff.	1,2,3,4,5
Appointment of a School Improvement Partner	<i>“Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital”.</i>	1,3,4,6

	<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 subject that they may not be explicitly mentioned or included within your subject curriculum</p>	
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: £ *[insert amount]*

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	<p>Tuition partners are approved tuition providers who are trained to deliver tailor made programmes to students.</p> <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	2,3,4,5

	<u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	
Developing metacognitive and self-regulation skills in all pupils	<p>Feedback; metacognition; retrieval practice; regular homework – is embedded in all lessons; monitored through LW</p> <p>Reinforce the importance of SPA T & L Principles. Metacognition and ‘Thinking 6’ trialled and expanded for HPA students.</p> <p>Priority feedback both during lessons (live marking), homework, tests and PPEs/ Academy Exams (EEF research) (EEF reports -when feedback is used to support student progress).</p>	2,4,5
Reading test bought in for all students with those below reading age retested in Sept onwards. Testing of new starters	<p>Oracy- CPD and embedded into briefing; led by Lit Lead (EEF through embedding oracy into the curriculum)</p> <p>Reading initiative embedded in all lessons –staff briefing to share good practice and LW monitoring (EEF report- through reading and comprehension)</p> <p>Structured writing support for GCSE exam</p> <p>Differentiated resources to support extending writing- structured strips, writing templates, sentence starters and tier 3 knowledge checklists;</p>	1,2,3,4,5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review meetings with parents	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	3,4,5

	Group data. Focus on underachieving students and key areas for improvement in English and Maths.	
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
Literacy strategy	The Academy has brought in 'Bedrock Learning' platform to improve academic vocabulary of our students. This platform will support schools to deliver quality teaching and learning of tier 3 vocabulary across all subjects.	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: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

. Review of Academic Year 2022-2023

Progress and Attainment Data:

KS4 Attainment 2023 · Actual results

225 pupils

Attainment 8 (Overall)

4.4 ↓



In line with the national average (4.6) ◀

% English & Maths (Grade 4+)

60% ↓



In line with the national average (64%) ◀

KS4 Progress 2023 · Value Added

210 matched pupils

Progress 8 (Overall)

+0.05



In line with the national average (0) ◀

First time ever the Academy recorded a positive Progress 8 score. We are delighted that most of our Mid and Low prior attainers made positive progress while there is still a much work to be done on our Higher Prior Attainers.

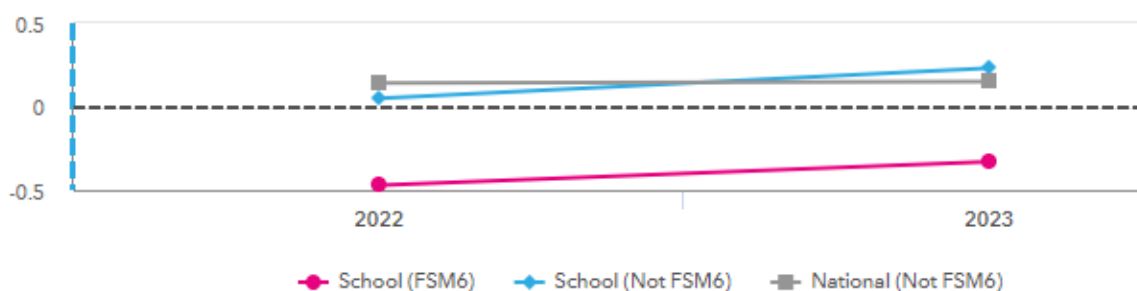
KS4 Pupil groups performance 2023 [Change indicators](#) ▼

	Pupils	Actual results		Pupil progress		
		Attainment 8 (Overall)	% English & Maths (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	
Summary	All Pupils >	225	4.4 ↓	60% ↓	+0.05	-2%
Gender	Male >	120	4.2 ↓	53% ↓	-0.19	-7%
	Female >	105	4.6	67%	+0.31 🟢↑	+4%
DFE Prior Attainment	Higher attainers >	32	5.4 🟡	81% 🟡	-0.84 🟡	-13% 🟡
	Middle attainers >	127	4.8	69% ↓	+0.20	-1%
	Lower attainers >	51	3.0	24%	+0.23	+2%

There is still a considerable gap between the attainment 8 and Progress 8 of Disadvantaged pupils compared to non-disadvantaged students. However, the gap between the comparative groups is narrowing and Progress 8 score of Pupil Premium pupils is higher compared to 2022 P8 score. We aim to continue these priorities into next academic year with a renewed action plan in place.

KS4 progress for disadvantaged pupils 2023

Progress 8 (Overall) ∨



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.

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
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