

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Alban's Catholic High School
Number of pupils in school	961
Proportion (%) of pupil premium eligible pupils	16.8%
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	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr S Corless, Deputy Headteacher
Pupil premium lead	Mr N Berry Assistant Headteacher
Governor / Trustee lead	Mr S Hayes, Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 131,000
Recovery premium funding allocation this academic year	£ 23,853
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 154,853

Part A: Pupil premium strategy plan

Statement of intent

It is our aim that all students, irrespective of their socio-economic context, background or any challenges they may face, make good progress and achieve their full potential.

Our objectives include the following:

- Remove barriers to learning created by family circumstances and background
- Narrow the attainment gaps between disadvantaged students and their non-disadvantaged counterparts
- Ensure all students have appropriate literacy skills and understanding to enable them to access the full breadth of the curriculum
- Develop student confidence in their ability to communicate effectively in a wide range of contexts both in school and further education and careers
- Provide access to a wide range of opportunities to develop their knowledge and understanding of the world and their place with it
- Enable students to manage after their social and emotional wellbeing and develop resilience.

Our Context:

As a faith school, we have students from a wide geographical area including some in the 10% most deprived areas in England. We are also affiliated to the Ipswich Opportunity Area project.

Achieving our aims:

- We will consider the challenges faced by all disadvantaged and vulnerable students, including Child in Care and young carers
- We will provide high quality teaching across all subject areas and provide appropriate CPD (Continuing Professional Development) and CADT (Curriculum Area Development Time) to give departments time and resources to develop and share good practice
- We will ensure that Pupil Premium is an agenda item in all department and line management meetings
- We will provide targeted intervention and support for all PP students, particularly in examination year groups
- We will provide financial support, where appropriate, for educational visits, music lessons and required IT and other equipment and resources
- We will ensure that Pupil Premium students are given support in choosing their subject Pathway through the school as part of our options process in Key Stage 4 and 5
- We will provide appropriate pastoral support and programmes to all disadvantaged students

Our PP strategy is also integral to our wider school plans for post-COVID education recovery, including use of national tutoring programmes. Pupil Premium student who have been particularly disadvantaged during the pandemic will be given priority access to such programmes over the next few years. This is not an exhaustive list and strategies will change and develop based on the needs of our individuals.

Challenges

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

Challenge number	Detail of challenge
1	Access to IT equipment/resources, texts and a quiet learning space at home
2	Less engagement in online learning and other opportunities
3	Less support from parents with independent learning and engaging in on-line learning
4	Missing key content and exam skills
5	Lower than age expected literacy and communication skills
6	Less motivation, confidence and resilience

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
To reach their full potential, using projected final grades (based on FFT Aspire) and aspirational grades	<ul style="list-style-type: none"> • P8 score greater than 0 • P8 score for disadvantaged students close to national average
To improve literacy and numeracy levels across the curriculum	<ul style="list-style-type: none"> • 90% of KS3 read at, or above, chronological reading age. PP students to achieve, 4+ in English and Maths, in line with national average for all students. • Standardised reading scores are in line with, or above, national averages.
To feel confident and prepared for examinations	<ul style="list-style-type: none"> • PP students provided with revision packs and targeted revision support in all subjects
Access to intervention sessions to support gaps in learning	<ul style="list-style-type: none"> • Targeted Maths and English small group support and catch-up, using sixth form students.
To be better aware of further education possibilities and resources/funding available	<ul style="list-style-type: none"> • Career advice based on individual PP student interviews. • 1:1 interviews in year 11 for all PP students to advise on and discuss local further education possibilities
Higher proportion of PP students staying at sixth form	<ul style="list-style-type: none"> • Early intervention to target PP students and map out post 16 provision based on suitable L3 courses

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: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teaching staff: Developing pedagogy through structuring knowledge in the curriculum, including Rosenshine's Principles	EEF Pupil Premium Guide - case studies	4,5
Teaching literacy across the curriculum	EEF: Reading comprehension strategies	5
PP Student access to a variety of online resources and support	EEF: Unlock the potential of remote teaching	1,2,3,6
CPD on effective use of online resources and technology to support PP students	EEF: Unlock the potential of remote teaching	1,2,3,6

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

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Support – English intervention teacher	EEF: One to One tuition EEF: Small group tuition	3,4,5
Numeracy Support – Maths intervention tutor	EEF: One to One tuition EEF: Small group tuition	4,5
After-school and holiday intervention/revision sessions	EEF: Extending school time	4,5

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged students have an equal access to school, learning and cultural capital opportunities to include IT equipment, uniform, travel subsidies and funded curriculum and enrichment trips	EEF: Digital Technology	1,6
Develop a culture of learning and behaviour – The St Alban's 4 Ps strategy (Pride, preparation, participation, progression)	EEF: Behaviour Interventions	2,6
Increase Pastoral support provision, with particular emphasis on mental health awareness.	EEF: Positive Learning Behaviours	2,3,6
Engaging the families facing most challenges (emotionally and financially)	EEF: Parental Engagement	2,3,6

Total budgeted cost: £ 110 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

To continue to improve the % of disadvantaged students achieving 9-4 in Mathematics and English and close the gap with non PP students.

Over the last academic year the following improvements for PP students have been made:

- Attainment 8 (A8) grade up from 41 to 45
- Progress 8(P8) inc English & Maths up to 0 and gap closed for non PP students
- Improve 9-4 grades in English & Maths from 48% to 55%
- Improve on P8 EBacc P8 from 0.13, Open basket from 0.25 in 2021 (SISRA collaborative data)

Promote and improve resources available for student and staff wellbeing where there are particular needs identified

- Identified need for both student and staff wellbeing and included in SDP.
- Set as priority for next academic year

Student resilience and the attendance of students at the sessions that are being provided for them

- Bespoke sessions to support students have been popular with PP students.
- Sixth Form "buddies" have worked well with students until lockdown.
- Plan for next academic year to continue this support

Numeracy interventions across KS3 and KS4 for low attaining disadvantaged students

- Ipswich Opportunity Area "Bar Modelling" scheme implemented
- Small group work with instructor – identified by low KS2 maths scores
- Use of Hegarty Maths and diagnostic questions – monitored and led by maths teacher

Literacy interventions across KS3 and KS4 for low attaining disadvantaged students

- Ipswich Opportunity Area – reading programme used with year 8 pilot group
- One to one support with TAs provided
- Use of scaffolding and modelling alongside a challenging curriculum

Ensuring students attend the literacy and numeracy intervention classes.

- Intervention group established and monitored by Heads of Year and Heads of Department.
- Termly updates on attendance/progress reported to PP coordinator

Increasing the level of support for students who are struggling with their mental health due to lockdown.

- Staff volunteers trained as mental health first aiders
- One to one support provided on a case by case basis.

- Identified as a whole school priority within the 2021/2022 SDP

To continue to increase the number of parents/carers who are accessing Class charts, Parent Mail and School Cloud across all key stages

- Review of whole school communication methods to measure impact of response to targeted PP group.
- Rolling programme of parental twilight envisaged for 2021/2022
- School Cloud virtual parents evenings and some welfare checks done online. PP students prioritised and pre-booked as students that teachers need to see to monitor pupil progress and wellbeing. This has proved very effective and has engaged more parents than in previous years. This is something we plan to continue to improve in the next academic year.

Attendance of targeted PP students at relevant support sessions. Parental understanding of the progress and well-being of their child.

- Regular updates provided via ParentMail about school updates across the Key Stages.
- Differentiated resources provided at KS3 to support learners
- KS4 students who were in year 11 were supported on a one-to-one basis with their exam preparation despite this being a TAG year for GCSE qualifications.
- Stationery and revision packs provided for all PP students in Year 11 to support PPE (mock exam) preparation ahead of the TAG process (Summer 21)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider