

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. Albans Catholic High School
Number of pupils in school	830 (+188 in Sixth Form)
Proportion (%) of pupil premium eligible pupils	21.6% of year 7-11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr J Ateba (Deputy Headteacher)
Pupil premium lead	Mr M Donohue & Mr N Berry (Senior Leadership Team)
Governor / Trustee lead	Mr S Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163 000
Recovery premium funding allocation this academic year	£
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	£163000

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	Attendance rates for some pupil premium students are lower than non - pupil premium students.
2	The behaviour points awarded to pupil premium pupils is proportionally higher than that to the non-pupil premium cohort
3	There is an increased identification of social and emotional issues for many pupils, such as anxiety, depression, low self-esteem and other reactions to adverse childhood experience
4	Stronger relationships between school and parents of pupil premium pupils to be formed to enhance parental support
5	The progress of pupil premium pupils as a group is lower than that of the non-pupil premium cohort
6	Increased economic barriers with cost of living crisis
7	The number of pupil premium students who did not achieve a scaled score of 100 in English and Maths is proportionately lower than non pupil premium students

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none">the overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.the percentage of disadvantaged students who are persistently absent being below 1%.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none">qualitative data from student voice, student and parent surveys and teacher observations.a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To foster stronger relationships between parents/ carers and the school	<ul style="list-style-type: none">More opportunities for parents to visit the school. Eg. Y7 celebration mass, meet the tutor evenings, Y11 success eveningsRegular communication with parents/ carers regarding the progress of disadvantaged studentsRaising attainment leads to liase with parents/ carers to improve attendance of disadvantaged students
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects	<ul style="list-style-type: none">P8 score greater than 0P8 score for disadvantaged students close to national averageBy the end of our current plan in 2024/25, X% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).

<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> • Reading comprehension tests demonstrate a 10% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. • Teachers should also have recognised this improvement through engagement in lessons and book scrutiny • 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
<p>Access to intervention sessions to support gaps in learning</p>	<ul style="list-style-type: none"> • Year 11 students attending targeted revision sessions • Key stage 4/5 students being academic mentors to disadvantaged students in key stage 3

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: £ 25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health first aid training for an additional 10 members of staff	Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)	3
<i>Appointment of Designated Mental Health Lead</i>	Wellbeing in schools, improving mental health of pupils and the whole school (worthit.org.uk)	3
<i>Reading fluency staff training led by Ruth Everitt</i>	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools	7
<i>Appointment of 2 raising attainment leads to support the progress of identified groups of students</i>	Parental engagement EEF (educationendowmentfoundation.org.uk)	1,4
<i>CPD for all staff on delivering a trauma informed approach</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
<i>Recruitment and retention of teaching assistants</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	5
<i>Training for TAs in literacy interventions</i>	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	7
<i>TLR payments for staff/ % of salaries of pastoral workers who work closely with pp students</i>	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) (page 70)	1,2,3,5

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

Budgeted cost: £58 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and maintain pupil premium passports to identify barriers to learning for individual students	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	1,2,3,4,5,6,7
Breakfast club	EEF: Extending school time	1,6,5
Literacy Support – English intervention teacher	EEF: One to One tuition EEF: Small group tuition	7,5
Numeracy Support – Maths intervention tutor	EEF: One to One tuition EEF: Small group tuition	7,5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5,6
Revision guides and online resources provided to all PP students		6

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

Budgeted cost: £ 77 000

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 Aspiration interventions EEF (educationendowmentfoundation.org.uk)	6,5
<i>Nurture room</i>	Nurture Groups: How do they help pupils with SEMH needs? Plus Twinkl's top	1,2,3
<i>Appointment of RALs to maintain communication related to attendance and punctuality with parents/ carers</i>	Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,4
<i>Behaviour support worker</i>	PP students have a higher % of behaviour points on class charts on average Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2
<i>School counsellor sessions</i>	There has been a big increase in the number of concerns reported by teachers reported by teachers. This is impacting on attendance in lessons. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 160 000

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 2021 to 2022 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, we were able to secure the following:
- Attainment 8 was 48.47
- Progress 8 was -0.15
- Progress 8 English element was -0.10
- Maths element 0.23
- Ebacc -0.33
- Open element -0.25
- The basics (9-4) was 14% and 8% for (9-5)
- the gap between disadvantaged and advantaged pupils was -0.73

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

- A new Designated Mental Health Lead has been appointed.
- Additional Behaviour Support Worker appointed so there is one in Key Stage 3 and Key Stage 4
- Posters have been designed to signpost students to Mental Health First Aiders
- Training for MH first aiders took place.

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

- Counselling sessions were over-subscribed with attendance being consistently high
- Y11 interventions worked well, with high levels of attendance amongst PP students
- A high proportion of our PP students use the Nurture room and break times and lunch time.
- School Nurse drop in sessions were also utilised by PP students across all key stages
- A high % of PP students attended homework club, which was staffed and support given to students.

Numeracy interventions across KS3 and KS4 for low attaining disadvantaged students

- Year 11 intervention sessions during registration. Period 5s run fortnightly after school.
- Revision guides and exam paper packs purchased for Year 11.
- Use of Hegarty Maths and diagnostic questions – monitored and led by maths teacher. SparxMaths also to be launched in January to strengthen home learning.
- Word of the week - maths literacy strategy sent out weekly by HL.

Literacy interventions across KS3 and KS4 for low attaining disadvantaged students

- The IOA project has now finished but we are looking at a plan to support reading through a bespoke reading intervention plan- this is being developed at the moment.
- Reshaping the way we use homework for KS3- this is focused on building writing skills across all curriculum content. Students work on a task across a fortnight, complete it in the booklet and then receive feedback in a specially designed homework feedback lesson. We have developed this method in order to support those who have gaps in their writing knowledge and lack particular skills. This supports all students to develop their writing but supports our PP and disadvantaged the most.
- Offer lunch time homework club on Wednesday lunch time for those who need a quiet space to complete their English homework or need some support.

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.

- 4YP providing increased counselling service to students
- Resources sent to parents to support mental health awareness
- Staff volunteers trained as mental health first aiders and signposted students to support
- Increased sessions on Mental Health Awareness were embedded in the PYF and extended registration programmes

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

- Class charts codes were sent to parents
- Year 11 parents were able to access the online parent's evening

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.
- Stationery and revision packs provided for all PP students in Year 11 to support PPE (mock exam)

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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