

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	858 (+165 in Sixth Form)
Proportion (%) of pupil premium eligible pupils	20.0% of year 7-11
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr M Baker (Headteacher)
Pupil premium lead	Mr N Berry (Assistant Headteacher)
Governor / Trustee lead	Mr S Hayes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143 500
Recovery premium funding allocation this academic year	£34 776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£178 276

# 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
- Ensure all students feel valued and supported
- 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 targeted support and mentoring for all PP students, particularly in examination year groups
- 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 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

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	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
2	Attendance rates for some pupil premium students are lower than non - pupil premium students.
3	The behaviour points awarded to pupil premium pupils is proportionally higher than that to the non-pupil premium cohort
4	Some pupil premium students do not have access to IT equipment/resources, texts and a quiet learning space at home
5	Less engagement in online learning and other opportunities
6	Less support from parents with independent learning and engaging in on-line learning
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	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• 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.</li> <li>• the percentage of disadvantaged students persistently absent below 1%.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• regular mentoring meetings for pupil premium students to ensure they are supported and feel valued. This will include regular contact with parents/carers. Information then shared with teaching and pastoral staff on specific need</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To foster stronger relationships between parents/ carers and the school	<ul style="list-style-type: none"> <li>• more opportunities for parents to visit the school. Eg. Y7 celebration mass, meet the tutor evenings, etc.</li> <li>• Regular communication with parents/ carers regarding the progress of disadvantaged students</li> <li>• Raising attainment leads to liase with parents/ carers to improve attendance of disadvantaged students</li> </ul>
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects	<ul style="list-style-type: none"> <li>• P8 score greater than 0</li> <li>• P8 score for disadvantaged students close to national average</li> <li>• Meetings with pupil premium students when making Pathways choices for GCSE subjects.</li> </ul>

<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</li> <li>• 90% of KS3 read at, or above, chronological reading age.</li> <li>• PP students to achieve, 4+ in English and Maths, in line with national average for all students.</li> <li>• Standardised reading scores are in line with, or above, national averages</li> </ul>
<p>Access to intervention sessions to support gaps in learning</p>	<ul style="list-style-type: none"> <li>• Year 11 students attending targeted revision sessions</li> <li>• Key stage 4/5 students being academic mentors to disadvantaged students in key stage 3</li> </ul>

## 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	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a>	1
<i>Appointment of Designated Mental Health Lead</i>	<a href="https://www.worthit.org.uk">Wellbeing in schools, improving mental health of pupils and the whole school (worthit.org.uk)</a>	1
<i>Reading fluency staff training led by Ruth Everitt</i>	<a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools</a>	7
<i>Appointment of 2 raising attainment leads to support the progress of identified groups of students</i>	<a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,2
<i>CPD for all staff on delivering a trauma informed approach</i>	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1
<i>Recruitment and retention of teaching assistants</i>	<a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	5,6
<i>Training for TAs in literacy interventions</i>	<a href="https://www.publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a>	7
<i>TLR payments for staff/ % of salaries of pastoral workers who work closely with pp students</i>	<a href="https://www.publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a> ( page 70)	1,2,3,4

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

Budgeted cost: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and maintain pupil premium passports to identify barriers to learning for individual students	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a>	1,2,3,4,5,6,7
Nurture offer before school	<a href="#">EEF: Extending school time</a>	1,2,5,6
Literacy Support – English intervention teacher	<a href="#">EEF: One to One tuition</a> <a href="#">EEF: Small group tuition</a>	7,5
Numeracy Support – Maths intervention tutor	<a href="#">EEF: One to One tuition</a> <a href="#">EEF: Small group tuition</a>	7,5
Engaging with the Tutoring Programmes to provide a blend of tuition, mentoring and school-led tutoring for pupils.  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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	5,6
Revision guides and online resources provided to all PP students	<a href="#">What's working well in remote education - GOV.UK</a>	5,6

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

Budgeted cost: £ 80 000

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 <a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	4,5,6
<i>Regular mentoring Sessions</i>	<a href="#">Against the odds: better outcomes for disadvantaged pupils</a>	1,2,3,5
<i>Nurture room</i>	<a href="#">Nurture Groups: How do they help pupils with SEMH needs?</a>	1,2,3
<i>Appointment of RALs to maintain communication related to attendance and punctuality with parents/ carers</i>	<a href="#">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,6
<i>Behaviour support worker</i>	PP students have a higher % of behaviour points on class charts on average  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3
<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.  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3

**Total budgeted cost: £ 155 000**



## 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 2022 to 2023 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 47.62
- Progress 8 was 0.1
- Progress 8 English element was 0.25
- Maths element 0.01
- Ebacc 0.08
- Open element 0.08
- The overall basics (9-4) was 70.6% and 45.6% for (9-5)
- The disadvantaged basics (9-4) was 50% and 17.9% for (9-5)
- The gap between disadvantaged and advantaged pupils was -1.05

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

- We are currently looking to increase pastoral support to ensure all pupil premium students can have regular mentoring meetings
- A new Designated Mental Health Lead is being appointed.
- Additional Behaviour Support Worker were appointed last year 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 are 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 good percentage of PP students have been attending Study Zone (our homework club), after school on Mondays and Tuesday, which provides 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 with a programme for each subject area.
- Revision guides and exam paper packs purchased for Year 11.
- Use of Sparx Maths and diagnostic questions – monitored and led by maths teacher, to encourage and strengthen home learning.
- Word of the week – send out by BB
- Maths literacy strategy sent out regularly by HI.

### **Literacy interventions across KS3 and KS4 for low attaining disadvantaged students**

- For the last year we have trailed a plan to support reading through a bespoke reading intervention - this continues to be developed.
- Reshaping the way we use homework at 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
- This will be replaced with the new Arbor system for Sept 2025

**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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