



# 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. Paul's Catholic School
Number of pupils in school	1862
Proportion (%) of pupil premium eligible pupils	22.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	Advent Term 2021
Date on which it will be reviewed	Advent Term 2022
Statement authorised by	Jo-Anne Hoarty
Pupil premium lead	Graeme Roach
Chair of Governors	Paul Herbert

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£362,900
Recovery premium funding allocation this academic year	£33,597
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£396,497</b>

# Part A: Pupil premium strategy plan

## Statement of intent

***Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. If anyone speaks, they should do so as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides, so that in all things God may be praised through Jesus Christ. Peter 4:10-11***

At St Paul's we are committed to the care and success of every pupil in a way that is rooted in the values of the Gospel. While we expect pupils to set themselves high standards in all that they set out to do, we realise that there are times when they may need additional support for them to achieve their best. We aim to support and guide pupils, and their families, to make good choices and decisions so that all pupils are able to fulfil their potential regardless of their personal circumstance and background. In making the most of the opportunities offered by St Paul's, it is envisaged that our pupils will lay solid foundations for their academic, emotional, personal and spiritual development and be prepared to confidently take up their place in the adult world. The support that school is able to provide is further enhanced for some pupils by the targeted and effective use of Pupil Premium funding.

The Pupil Premium is additional funding that is designed to help children from low income families and other disadvantaged pupils of all abilities to perform better. The intention is to raise the attainment of disadvantaged pupils and in doing so, close the gap between them and their peers, and as a consequence, improve their future life choices and

***Now there are varieties of gifts, but the same Spirit. And there are varieties of ministries, and the same Lord. There are varieties of effects, but the same God who works all things in all persons.***  
Corinthians 12:4-6

At St Paul's we celebrate the individuality of each and every child and recognise that God is present in every member of our school community. We aim to develop the whole child so that they will be able to make a meaningful contribution to society. We know that no one child is the same, that children develop at a different pace and that at times young people and their families require more bespoke support.

In each year group there is a Chaplaincy and Pastoral Support Assistant who is able to offer the children in their care the necessary time and expertise to meet their varied needs. St Paul's recognises the need to engage families and to work in partnership to achieve the best outcomes for their children. Relationships and the knowledge of individual children are key in building trust and allowing for early intervention. School is fortunate to have the service of a very experienced school counsellor from whom our pupils benefit in terms of the advice and support he is able to provide. There is also an onsite medical team who not only provide for the children's physical health, but also support pastoral staff in promoting good mental health and wellbeing strategies. All pupils

are attached to their own academic mentor and where appropriate, more targeted intervention takes place to address specific need.

We believe that Pupil Premium Funding should be used to impact the wider school. However in meeting our aim of ‘diminishing the gap’ between those pupils eligible for pupil premium and their peers, funding will be specifically tailored to meet the particular needs of individual pupils; this will be in addition to, and potentially in different ways, from our other intervention programmes.

## Challenges

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

Challenge number	Detail of challenge
1	There are a number of barriers to learning experienced by our pupil premium children. This results in significant underachievement in individual pupils.
2	<p>Prior to the pandemic and indeed in 2021 outcomes, there were gaps in the achievement of Pupil Premium children and the rest of the cohort (see summary above). The gaps were evident in both progress and attainment and more pronounced in pupil premium boys. Refer to External Examinations Report &amp; Achievement Analysis 2021.</p> <p>Our Pupil Premium children have gaps in their learning due to the global pandemic. This is particularly pronounced in their literacy and numeracy skills. PC4/PC1 Achievement Analysis 2021 indicated that:</p> <ul style="list-style-type: none"> <li>• In Year 9, in English there is a slight gap as disadvantaged pupils are making -0.15 less progress than their peers. In Maths the gap is growing at -0.21.</li> <li>• In Year 10, in English there is a very slight gap as disadvantaged pupils are making -0.12 less progress than their peers. In Maths the gap is slight at -0.16.</li> <li>• In Year 11, in Maths the gap is at -0.18. Key Accountability measures for disadvantaged pupils indicate a gap of -9% at Grade 9-5 Ma/En. The average Ebacc score for Disadvantaged pupils is 3.4 compared to 3.6 for the cohort.</li> <li>• In external GCSE Outcomes 2021, in English disadvantaged pupils are working below their peers at -0.58. In Maths there is a gap at -0.57. Key Accountability measures for disadvantaged pupils indicate a gap of -16 at Grade 9-5 Ma/En. The average Ebacc score for Disadvantaged pupils is 3.9 compared to 4.5 for the cohort. The Progress 8 score is +0.39, significantly below the cohort which is at +0.83 (+0.83 PC3).</li> <li>• In current Year 13, Disadvantaged students are making progress slightly below their peers with a VA score of -0.70.</li> </ul>

	In External A Level Outcomes 2021, Disadvantaged students are making progress slightly below their peers with a VA score of +0.68
3	Attendance rates for pupil premium children at June 2021 were below the rest of the cohort. Attendance Reports for half term 5 2020/21 indicates that: Year 7 Cohort 96.2%, Pupil Premium 94.3% Year 8 Cohort 93.2%, Pupil Premium 89.9% Year 9 Cohort 93.3%, Pupil Premium 91.0% Year 10 Cohort 92.5%, Pupil Premium 89.6% Year 11 Cohort 93.1%, Pupil Premium 89.0% Overall Cohort 93.7%, Pupil Premium 90.8%
4	Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort. Teacher reports, Learning Walks, Pupil Forums/Surveys and Independent Learning completion rates across all year groups provide evidence of this.
5	Parental engagement is not as evident with some families for who Pupil Premium funding is applicable. This is evident through attendance figures to parents' information evenings and mentoring appointments.
6	Pupil Premium children may have lower aspirations and ambitions for their future lives beyond St. Paul's. This is evident from teacher reports, careers activities and initial pupil discussions regarding UCAS applications.

## 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
Barriers to Learning have been identified and steps taken to remove these barriers.	<ul style="list-style-type: none"> <li>Barriers to learning for all pupil premium children have been identified and strategies in place to address these barriers.</li> <li>An individualised approach is taken to meet the identified needs of each pupil premium pupil which may include personalised mentoring, individual or small group intervention and tutoring.</li> </ul>
To narrow the gap in progress and attainment between the cohort and disadvantaged pupils. Gaps in the learning of pupil Premium children have been identified and addressed throughout the curriculum.	<ul style="list-style-type: none"> <li>Internal data indicates that we are diminishing the difference in the achievement of pupil premium pupils. This will include progress check data and accelerated reader tracking. The gap in progress 8 measures for disadvantaged pupils is narrowed significantly.</li> <li>The gap in attainment measures for disadvantaged pupils is narrowed significantly.</li> <li>The attainment and progress of disadvantaged boys is improved.</li> </ul>
To increase the attendance rates for pupil premium children.	<ul style="list-style-type: none"> <li>The number of persistent absentees among pupil premium pupils is reduced.</li> </ul>

	<ul style="list-style-type: none"> <li>Overall attendance for pupil premium children returns to above 96% in line with the previous attendance of the rest of the cohort.</li> </ul>
To ensure that Pupil Premium children have the same access to educational resources and experiences as the rest of the cohort.	<ul style="list-style-type: none"> <li>Additional support and resources are provided for pupil premium pupils to secure higher levels of engagement and achievement.</li> <li>Pupil premium pupils are targeted for inclusion in events and trips.</li> </ul>
Parental engagement is strong with families for who Pupil Premium funding is applicable.	<ul style="list-style-type: none"> <li>Attendance and engagement at parent information evenings and mentoring appointments is similar to that of parents of the rest of the cohort.</li> <li>Pastoral Teams build strong relationships over time with pupil premium families.</li> </ul>
Pupil Premium children may have lower aspirations and ambitions for their future lives beyond St. Paul's.	<ul style="list-style-type: none"> <li>Pupil premium pupils are targeted for inclusion in university trips and open days.</li> <li>Pupil Premium pupils are prioritised for early careers interviews.</li> <li>Pupil premium pupils are provided with additional support when exploring Unifrog and work experience opportunities.</li> <li>Parents are engaged in discussions about future aspirations and wider possibilities.</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: £176,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Leadership and Management Time (£64,508)</u></b> <i>PP</i></p> <p>Time is provided for all leaders to identify specific needs, plan robust actions and evaluate the impact of these actions. This includes time for TLR holders within each Department and support provided by our Pastoral Manager. It also includes leadership time for our Data Manager to analyse key information and assess the impact of our work.</p>	<p>'Spending money on increasing leadership capacity and securing high quality professional development to ensure excellence are critical' <i>pg 50 The Pupil Premium Marc Rowland 2015</i></p> <p>'Leaders set the agenda and vision and follow that vision relentlessly. Leadership ensures the disadvantaged pupils have a high profile across their school. A light is shone on them' <i>pg 79 The Pupil premium Marc Rowland 2015</i></p> <p>'When leadership is poor, the most vulnerable are disproportionately affected' <i>pg 79 The Pupil Premium Marc Rowland 2015</i></p> <p>'Leadership needs to instil a relentless sense of follow up, whatever the activity Being evaluated'. <i>Pg85 The Pupil Premium Marc Rowland 2015</i></p> <p>Dedicated time for TLR holders to track progress of disadvantaged students - an activity that Chadwell Heath school have championed. They are identified as one of our high performing families of schools. 2020-2021</p>	<p>Challenge 1 to 6</p>
<p><b><u>Curriculum Support (£91,559)</u></b> <i>PP</i></p> <p>A proportion of all Department Development Plan funding is to be attributed to the support of the educational needs of Pupil Premium children throughout the school and within all</p>	<p>"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people"</p> <p>The DfE Code of Practice 2015</p>	<p>Challenge 1 to 6</p>

<p>departments. Specific actions are contained within each department development plan.</p>		
<p><b><u>Specific Capitation Projects (£15,425)</u></b> <i>PP</i>  While Curriculum Support covers a broad number of strategies in terms of developing high quality teaching and learning experiences, departments are also encouraged to bid for funding to provide additional and specific resources to support the needs of Pupil Premium Students in their subject areas. Staff are asked to be imaginative and creative in their approach to Pupil Premium spending in order to improve academic performance and support the achievement of the priorities outlined above. Departments during the 2021-22 financial year have requested funds for a variety of projects.</p> <p>School will aim to provide an active programme of events to raise aspiration and support the motivation of students in establishing longer term goals to improve the quality of future life options and decisions. We will continue to encourage Pupil Premium children to take up opportunities to raise their awareness of higher education, apprenticeships as well as the world of work.</p>	<p>“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people”  The DfE Code of Practice 2015</p>	<p>Challenge 1,2,4 &amp; 6</p>
<p><b><u>Assessment. (£2,042)</u></b> <i>RF</i>  Diagnostic assessment of pupils to determine starting points and gaps in learning</p>	<p>Feedback very high impact for very low cost based on extensive research. EEF Oct 2021</p>	<p>Challenge 1 &amp; 2</p>
<p><b><u>CPLD (£2,625)</u></b> <i>RF</i>  Middle Leader Conference to review and plan next steps in curriculum planning for accelerating academic progress</p> <p>Ensure all departments have access to high quality CPID that keeps them up to date with strategies for recovery of academic learning in the classroom.</p>	<p>‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people’  The DfE Code of Practice 2015</p> <p>Moderate impact for moderate cost based on moderate evidence. EEF Oct 2021</p>	<p>Challenge 1 &amp; 2</p>

Enable TAs and other support staff to qualify to offer school led tutoring		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £83,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>EAL Support (£13,627)</u></b> <i>PP</i></p> <p>EAL continues to provide further support to help students to overcome the language barrier and succeed in their learning. Where English is a particular concern more intensive work is undertaken to allow students to manage successfully within the classroom. This is a proportional cost attributed to our pupil premium students.</p>	<p>'A significant proportion of EAL students experience debilitating vocabulary gaps' pg 11 <i>Closing the vocab gap Alex Quigley 2018</i></p> <p>"In reality the word gap will depend upon your circumstances rather than your choices – your home, your family, the richness of language and relationships, the presences of books and conversations, the habits you form as you grow up" Geoff Barton 'Why closing the word gap matters' An oxford language report.</p> <p>Support for newly arrived and other disadvantaged students with EAL needs - an activity that Chadwell Heath school have championed. They are identified as one of our high performing families of schools. 2020-2021</p>	Challenge 1 & 2
<p><b><u>Literacy Coach (£8,774)</u></b> <i>PP</i></p> <p>The Literacy coach works with students from all year groups to address literacy concerns that present barriers to student learning. The coach will respond to individuals and groups who need support within English as a distinct subject as well as respond to requests for support of Pupil Premium students by staff who identify a</p>	<p>'Vocabulary size is a convenient proxy for a whole range of educational attainments and abilities – not just skill in reading, writing, listening and speaking, but also general knowledge of science, history and the arts'</p> <p><i>A wealth of words ED Hirsch 2013</i></p> <p><i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive</i></p>	Challenge 1 & 2

<p>specific need. The intention is that the coach will also work with Post-16 students to review and give advice on written assignments and essays as well as provide support for applications to Further Education. This is a proportional cost attributed to our pupil premium students.</p>	<p><i>impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Oct 2021</i></p> <p><i>Reading comprehension strategies, very high impact for low cost EEF Oct 2021</i></p> <p><i>Small group tuition has a moderate impact for a low cost EEF Oct 2021</i></p> <p><i>'High income children are exposed to 30 million fewer words than high income peers by the age of 3' Closing the Vocab gap Alex Quigley 2018</i></p> <p><i>Accelerated reader produces positive effects EEF &amp; Durham university 2021</i></p>	
<p><b><u>Numeracy Coach</u></b> <b><u>(£6,312) PP</u></b></p> <p>The Numeracy Coach will work with individual or small groups to improve their numeracy and thus their ability to succeed. The Coach also works with Post 16 students who are completing GCSE retake courses. This is a proportional cost attributed to our pupil premium students.</p>	<ul style="list-style-type: none"> <li>• Allowing pupils to address misconceptions, deliver feedback, problem solving strategies, share and compare different approaches.</li> <li>• Pupils able to monitor, compare and communicate their problem solving more effectively.</li> <li>• Emphasise connections between facts, procedures and concepts.</li> <li>• Providing intervention that has explicit and systematic instruction</li> <li>• Build relationships to aid transition between primary and secondary</li> </ul> <p><i>Improving Mathematics at KS3 EEF 2021</i></p> <p><i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as</i></p>	<p>Challenge 1 &amp; 2</p>

	<p><i>attitudes to school, attendance and behaviour. EEF Oct 2021</i></p> <p><i>Small group tuition have a moderate impact for a low cost EEF 2021</i></p>	
<p><b><u>Literacy Across the Curriculum (£583)</u></b> <i>RF</i></p> <p>Improve the engagement of pupils in reading and provide further guided reading groups for pupils below expected reading age</p>	<p>“In reality the word gap will depend upon your circumstances rather than your choices – your home, your family, the richness of language and relationships, the presences of books and conversations, the habits you form as you grow up” Geoff Barton ‘Why closing the word gap matters’ An oxford language report.</p>	Challenge 1 & 2
<p><b><u>Numeracy Across the Curriculum (£2,129)</u></b> <i>RF</i></p> <p>Improve the engagement of pupils in numeracy and to provide daily practice</p> <p>Access for all pupils to Doodle Maths</p> <p>Access to all pupils on Mathswatch</p>	<ul style="list-style-type: none"> <li>• Allowing pupils to address misconceptions, deliver feedback, problem solving strategies, share and compare different approaches.</li> <li>• Pupils able to monitor, compare and communicate their problem solving more effectively.</li> <li>• Emphasise connections between facts, procedures and concepts.</li> <li>• Providing intervention that has explicit and systematic instruction</li> <li>• Build relationships to aid transition between primary and secondary</li> </ul> <p><i>Improving Mathematics at KS3 EEF 2021</i></p> <p><i>Refer to the positive Mathswatch impact report on Catch Up Annual Report</i></p>	Challenge 1 & 2
<p><b><u>One to One &amp; Small Group Tuition (£48,986)</u></b> <i>RF</i></p> <p>Fund the non -subsidised elements of the school led and Tuition Partner tuition</p> <p>Invest in an additional 0.5 maths teacher to support vulnerable pupils on a one to one and</p>	<p><i>Small group tuition has a moderate impact for a low cost EEF 2021</i></p> <p>Pupils made between 0.2 levels of progress to 1.4 levels of progress between PC2 and 4. Pupils also report increased confidence (Catch Up Impact Report for Tutoring - St. Paul’s Sept 21)</p> <p>At the end of the intervention, students were able to vary sentence structure and sentence types in order to enhance and create meaning for the reader. All students were writing in paragraphs and</p>	Challenge 1 & 2

<p>small group tutoring basis</p> <p>Invest in an additional 0.1 English teacher to support vulnerable pupils on a one to one and small group tutoring basis to fill gaps</p> <p>Employ additional learning coaches in numeracy and literacy to support one to one and small group tutoring interventions</p> <p>Employ additional 4 hours of administrative time per week to manage tutoring admin</p> <p>Purchase bundles of CGP, or similar, workbooks to support high quality tutoring</p>	<p>using appropriate discourse markers where applicable. Their use of ambitious vocabulary is developing (Catch Up Impact Report for additional 0.5 English Teacher - St. Paul's Sept 21)</p> <p><i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Oct 2021</i></p> <p><i>Small group tuition have a moderate impact for a low cost EEF 2021</i></p> <p><i>School Led Tutoring Guidance (DfE November 21) requires schools to track and calculate spending on tutoring so the government can recover overpayments</i></p> <p><i>'High quality tutoring to support the needs of pupils remains the priority.'</i> School Led Tutoring Guidance (DfE November 21)</p>	
<p><b><u>SEND Support (£2,902)</u></b> RF</p> <p>Purchase an online spelling programme for pupils with a spelling age below 10yrs</p> <p>Purchase an AI Robots for very vulnerable pupils</p>	<p>Spelling intervention using Spelling Shed saw 49% of pupils making at least 1 years' progress. 89% of pupils made progress. (Catch Up Impact Report for Spelling - St. Paul's Sept 21)</p> <p><i>The robots aided reintegration by enabling children and young people to</i></p>	<p>Challenge 1 &amp; 2</p>

<p>who are isolating/ ill to access the classroom from home</p>	<p><i>have a consistent link to their classroom and teacher' DfE Alternative Provision Innovation Project with 90 AVs. May 21</i></p>	
<p>Purchase new online provision mapper to track impact of intervention strategies for pupils in the Emmaus provision</p>	<p><i>Important to know if the impact is beneficial to learning so that interventions are enhancing progress and not making pupils unnecessary elements of the curriculum which is a concern raised in the DfE publication, 'Supporting SEND May 21''</i></p>	
<p>Develop the use of 'Zones of Regulation' as a language and series of strategies for pupils to manage anxiety and stress</p>	<p><i>The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical and school based settings. Zones of Regulation Research and Evidence Base</i></p>	
<p>Develop 'Precision Teaching' for pupils who have gaps in phonics and reading. This will provide crucial support for pupils who can't access Corrective Reading from Y7</p>	<p><i>Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It is one of the most effective teaching strategies for ensuring high levels of fluency and accuracy. (The Cabot Foundation)</i></p>	
<p>Additional TA hours for out of hours CPLD around supporting significant needs arising from heightened sensory responses by pupils post Covid</p>	<p><i>To deliver intervention activities successfully TAs need good subject knowledge. Training for robust subject specific curriculum knowledge is therefore an important element of ensuring that the TA role works effectively for children and young people with SEND. (DfE Supporting SEND May 21)</i></p>	
<p>Monday club for VI pupils is staffed and resourced to support habilitation development to fill in gaps from COVID</p>	<p><i>'We continue to ask for the specific needs of pupils with VI to be carefully considered....'We expect schools and colleges to do everything they can to arrange and facilitate access to this specialist support.'RNIB</i></p>	

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

Budgeted cost: £193,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Counsellor (£19,092)</u></b> <sup>PP</sup></p> <p>Our School Counsellor is present on school site 2.5 days per week. The counsellor works with a wide range of children whom he will prioritise by need, however a significant proportion of these are Pupil Premium students. The work of our school counsellor continues to lend an additional layer of important support to the pastoral care in school and he liaises closely with the Chaplaincy and Pastoral Assistants and Year Leaders of each year group as well as the Pastoral Manger. It is envisaged that this area of our pastoral support will increase upon the return of pupils post the pandemic.</p>	<ul style="list-style-type: none"> <li>Improving social interaction between pupils</li> <li>Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year.</li> </ul> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>EEF Oct 2021</i></p>	<p>Challenge 1 to 6</p>
<p><b><u>Chaplaincy and Pastoral Assistants (£151,134)</u></b> <sup>PP</sup></p> <p>There is a Chaplaincy and Pastoral Assistant attached to every year group and they are an integral part of the detailed work undertaken in the pastoral care of pupils. They monitor pupil attendance and behaviour, provide intervention on both an academic and social</p>	<ul style="list-style-type: none"> <li>Improving social interaction between others</li> <li>Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year</li> </ul> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence</i></p>	<p>Challenge 1 to 6</p>

<p>level as well as supporting the spiritual development of students. They also provide a primary contact for parents, and work with families on issues that impact upon learning as well as the physical emotional, mental and spiritual wellbeing of students. Chaplaincy and Pastoral Assistants will also maintain links with outside agencies that are at times necessary in supporting some of the more complex needs of students.</p>	<p><i>a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>EEF Oct 2021</i></p> <p><i>‘Without the support of an adult disadvantaged pupils may just feel like they don’t belong and turn away from the opportunities’. pg82 The Pupil Premium Marc Rowland 2015</i></p> <p><i>‘Knowing who your pupil premium children are and what their barriers are is so important. Only then can you begin to think of creative ways to support and help them’ pg 87 The Pupil premium Marc Rowland 2015</i></p>	
<p><b><u>Careers Advice</u></b> <b><u>(£4,667)</u></b> <i>PP</i></p> <p>Careers advice is currently contracted from the outside provider, Prospects, for one day per week in order to support pupils with motivation, aspiration and identifying longer term career and life goals. Any parent may request a careers interview for their child by contacting the pastoral team of the child’s year group. This stated proportional resource continues to provide direction and focus for the aspiration of Pupil Premium students.</p>	<p>Providing external careers advice and guidance beyond the basic entitlement is an activity that Chadwell Heath school have undertaken. They are one of our successful families of schools based on the EEF data. 2020-2021</p>	<p>Challenge 6</p>
<p><b><u>Sports Coaches</u></b> <b><u>(£16,240)</u></b> <i>PP</i></p> <p>We will continue to provide and expand on enrichment activities and opportunities available to pupils outside of the classroom with the school giving particular</p>	<p><i>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high</i></p>	<p>Challenge 4</p>

<p>focus on increasing Pupil Premium participation. School operates a policy of inclusivity and will aim not to allow any child to be restricted from taking advantage of such opportunities due to financial constraints. This provision enables pupils throughout all year groups, including those eligible for Pupil Premium funding, to access to a broad range of sports courses that appeal to a variety of different interests. School provides a number of Sports Coaches who also have other roles in school. These provide coaching in rugby, netball, rounders, athletics, basketball and cricket and enable pupils to play sport at a more proficient and higher level. The Sports Coaches also provide additional mentoring to some students. This coaching is not necessarily sports related but can also influence attitudes and engagement to learning.</p>	<p><i>quality physical activity for the other benefits and opportunities it provides.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p><i>There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention.</i></p> <p><i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i></p> <p><i>Physical activity EFF 2021</i></p>	
<p><b><u>Enrichment Activities</u></b> <b>(£583)</b> <i>RF</i></p> <p>Ensure departments can access high quality, exciting and inspiring opportunities to engage pupils beyond the curriculum (for example maths in action day)</p> <p>Support to provide after school clubs on a Monday to enhance pupils' interests and social interaction</p>	<p>A meta-review by the Education Endowment Foundation (EEF) concluded that pupils participating in targeted before and after school programmes make two additional months progress per year on average compared with their peers, with the highest gains experienced by socially disadvantaged pupils (Education Endowment Foundation, 2016).</p>	<p>Challenge 4</p>

	A metareview of after school programme evaluations evidenced positive effects on school attendance, behaviour, and peer relationships amongst pupils from lower income families. (Durlak & Weissberg, 2007).	
<b><u>Digital Strategy</u></b> <b>(£1,458)<sup>RF</sup></b> Provide laptops for ESA's and support staff delivering tutoring	<i>Small group tuition has a moderate impact for a low cost EEF 2021</i>  28 pupils received in house tutoring support. The tutoring was most successful with Y7 pupils in Literacy. Pupils made between 0.2 levels of progress to 1.4 levels of progress between PC2 and 4. Y7 intervention was largely delivered by ESAs. (Catch Up Impact Report for Tutoring - St. Paul's Sept 21)	Challenge 1 & 2

**Pupil Premium:**                    **Total Allocation £362,900**  
**Total Forecast Spend £391,338**

**Recovery Fund:**                    **Total Allocation £33,597**  
**Total Forecast Spend £61,308**

## 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.

#### External Outcomes

##### Post 16

- The unvalidated progress at A-Level in 2021:

Cohort: +0.79 (unvalidated)

Pupil premium: +0.68 (unvalidated)

##### GCSE

- Attainment of Key Groups in English and Mathematics, and EBacc are outlined in the following table:

	Number	% of Cohort	En/Ma 7+	En/Ma 5+	En/Ma 4+	Ave EBacc Score	EBacc (En/Ma 5+)	EBacc (En/Ma 4+)	EBacc Entry
All Pupils	272		19%	50%	77%	4.61	21%	38%	89%
Girls	139	51%	30%	59%	83%	5.17	31%	52%	93%
Boys	133	49%	8%	41%	71%	4.02	10%	24%	85%
Pupil Premium	83	31%	10%	34%	66%	3.89	12%	28%	88%
Non Pupil Premium	189	69%	24%	57%	81%	4.92	24%	43%	89%

- The attainment of pupil premium children was below the cohort.
- The Progress 8 summary for the cohort is above the progress of the cohort and is as follows:

Cohort: +0.86 (unvalidated)

Pupil Premium: +0.46 (unvalidated)

- Progress for disadvantaged pupils:

	Overall P8	English element	Maths element	EBacc element	Open element
2019	+0.20	+0.38	-0.07	+0.18	+0.28
2020 (unvalidated)	+0.31	+0.25	+0.07	+0.2	+0.36

2021 (unvalidated)	+0.46	+0.22	+0.65		
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- Overall P8 has improved significantly for disadvantaged pupils.
- The 2021 TAG process has meant that the gap has widened between our Pupil premium children and the rest of the cohort.
- The progress of disadvantaged pupils in the Maths element (+0.65) is significantly higher than the cohort (+0.46).

### Progress of Other Year Groups

- The gap between the progress of Pupil Premium pupils compared to the cohort is monitored very closely at each progress check. In July 2020 current progress was compared to progress in July 2021:

		Gap in July 2020	Gap in July 2021
<b>Intake 2020 (Current Year 8)</b>	English		+0.02
	Mathematics		-0.02
<b>Intake 2019 (Year 9)</b>	English	-0.17	-0.15
	Mathematics	-0.11	-0.21
<b>Intake 2018 (Year 10)</b>	English	-0.10	-0.12
	Mathematics	-0.08	-0.17
<b>Intake 2017 (Year 11)</b>	English	+0.02	+0.03
	Mathematics	-0.08	-0.18

It is evident that there are learning gaps for all children due to school closures during the pandemic. This has adversely affected Pupil Premium children more severely and so they remain a focus for all catch up intervention.

### Destinations

There were 83 pupils in Year 11 in 2020-2021 who were Pupil Premium pupils. 58 (70%) of these pupils are currently studying in Year 12 at St Paul's. 5 (6%) of these pupils are studying in Year 12 in other schools locally. 11 (13%) of these pupils are following courses at Milton Keynes College. 7 (8%) of these pupils are studying at other Further Education Colleges, 1 (1%) are attending other sixth forms out of area and 1 (1%) of these pupils have apprenticeship or work based training places.

There were 47 students in Year 13 in 2020-2021 who were Pupil Premium students. 42 (89%) of these students started university courses in September/October 2021 (79% of

the whole cohort has started university courses.), 0 (0%) have entered full-time employment, 4 (9%) are experiencing a gap year prior to beginning university courses in 2022, 0 (0%) has entered FE college, 0 (0%) has started an apprenticeship and 1 (2%) remain in Year 14 at St Paul's.

## **Catch Up and Recovery Strategy Outcomes 2020-21**

### **In house tutoring impact Report**

28 pupils received in house tutoring support. The tutoring was most successful with Y7 pupils in Literacy. Pupils made between 0.2 levels of progress to 1.4 levels of progress between PC2 and 4. Pupils also report increased confidence. Excellent relationships were built up with staff and where ESAs delivered the programme this was successful. Pupils had 8- 10 weeks tutoring.

The cohort who made least progress were the first cohort where the pupils were drawn from Y11. However targeted support in languages had a significant impact with pupils improving by up to 5 grades.

Where tutoring took place in maths pupils made little or no progress. Only 8 pupils did maths. This reflects that we have recourse to fewer tutors for maths than English.

### **National Tutoring Programme Impact Report**

We bid for 35 pupils for the NTP. We were allocated these but only 13 pupils received tutoring. Tutoring lasted for 15 hours. Most pupils were in Y10. 7 pupils did English and 6 Maths, this was because of lack of tutors and pupils not turning up. 5 pupils made no progress between PC2 and 4. The rest made between 0.2 and 0.7 grades progress.

This is not representative of what may happen in the next cohort as this was delivered through the January to March lockdown. We were unable to introduce the pupils to the mechanics of the system and pupils were reluctant to do further online learning after a day in school.

The next cohort start in the Advent Term.

### **Additional 0.5 English Teacher Report**

Year 7 Results (26 pupils):

At the beginning of the intervention wave, students needed support with matching tone and language to a variety of forms. After the wave of intervention, students were able to identify a range of styles/tone of writing – for example: advisory, explanatory, humorous, informal and formal. The pupils finished intervention being able to accurately format and write a persuasive letter using the right tone to match.

Year 9 Results (52 pupils):

The pupils in intervention for year 9 needed support and guidance with creative writing. After just two weeks, students were able to recognise the difference between writing to describe and writing a narrative. They utilised these skills within an independent task and were able to accurately include a range of ambitious vocabulary, range of sentence structures, and accurate use of grammar.

Year 10 Results (52 pupils):

Similar to the pupils in Year 9, these Year 10 students needed guidance with creative writing and organisation of ideas. At the end of the intervention, students were able to vary sentence structure and sentence types in order to enhance and create meaning for the reader. All students were writing in paragraphs and using appropriate discourse markers where applicable. Their use of ambitious vocabulary is developing.

### **Reading Report**

Pupils in Year 7 -9 follow the Accelerated Reader programme.

#### ***Year 7***

On entry to the school 67% of pupils were on target for Reading; 19% on watch; 8% required intervention and 5 % required urgent intervention.

In the Pentecost Term 69% were on target; 19% on watch; 5% on intervention and 6% on urgent intervention.

#### ***Year 8***

On entry to Y8 71% of pupils were on target for Reading; 18% on watch; 6% required intervention and 5 % required urgent intervention.

In the Pentecost Term 72% were on target; 19% on watch; 6% on intervention and 3% on urgent intervention.

#### ***Year 9***

On entry to Y9 70% of pupils were on target for Reading; 19% on watch; 9% required intervention and 2 % required urgent intervention.

In the Pentecost Term 67% were on target; 22% on watch; 9% on intervention and 2% on urgent intervention.

#### ***Process of intervention***

A triangulation of CATs, SATs and AR results were used in Y7 to identify pupils requiring SEND Support for reading. These pupils will follow a Corrective Reading Programme or be part of a Guided Reading Group. The same data is used by English teachers to identify pupils for reading intervention from the class teacher and LSAs in Reading lessons.

## Corrective Reading

Corrective Reading is a programme of study for pupils whose reading ages are below 7yrs. The cohort for Y7 had one of 5 years, 6 years and 7 years. These pupils also displayed no phonological knowledge in their written work. One child, even though she could read some words, was only mark making on the page. The Y7 cohort's baseline test took place in September 2020. The Y8 and 9 cohorts baseline is from September 2019. This is because pupils were not in school for retesting in July 2020. The pupils who made the most progress were in school throughout lockdown. The child who made negative progress was shielding and didn't return to school until shielding finished.

	-ve progress	0-6 months	6-12 months	12+ months
Year 7		2	1	
Year 8				4
Year 9	1	1		2

## Guided Reading

The Y7 cohort's baseline test took place in September 2020. The Y8 and 9 cohort's baseline is from September 2019. This is because pupils were not in school for retesting in July 2020.

	-ve progress	0-6 months	6-12 months	12+ months
Year 7	2	1		3
Year 8	5	1		6
Year 9	2			3

## Spelling Report

### *Year 7*

89 students were identified in September 2020 for spelling intervention. Spelling groups were abandoned owing to Covid and an online spelling programme was bought and pupils engaged in it online.

<b>Progress in months</b>	<b>-ve</b>	<b>0-6 months</b>	<b>6-12 months</b>	<b>12+</b>	<b>24+</b>
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<b>Number of pupils</b>	6	16	24	30	8
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Note: Not all pupils were tested as they were off school isolating

### **Year 8**

This group of students were tested in September 2019. This was then used as the baseline for identifying students who would continue on spelling intervention into Advent 2019. These pupils would normally be retested in the following July; in this case July 2020. Pupils were not in school in July 2020. Owing to the pandemic we decided to keep them all on the programme. 53 students were identified in September 2020 for spelling intervention. Spelling groups were abandoned owing to Covid and an online spelling programme was bought and pupils engaged in it online. The progress is taken from the July 19 baseline.

<b>Progress in months</b>	<b>-ve</b>	<b>0-6 months</b>	<b>6-12 months</b>	<b>12+</b>	<b>24+</b>
<b>Number of pupils</b>	2	5	7	15	11

Note: Not all pupils were tested as they were off school isolating

### **Year 9**

This group of students were tested in July 2019. This was then used as the baseline for identifying students who would continue on spelling intervention into Advent 2019. These pupils would normally be retested in the following July; in this case July 2020. Pupils were not in school in July 2020. Owing to the pandemic we decided to keep them all on the programme. 26 students were identified in September 2020 for spelling intervention. Spelling groups were abandoned owing to Covid and an online spelling programme was bought and pupils engaged in it online. The progress is taken from the July 19 baseline.

<b>Progress in months</b>	<b>-ve</b>	<b>0-6 months</b>	<b>6-12 months</b>	<b>12+</b>	<b>24+</b>
<b>Number of pupils</b>	11	5	3	2	9

Note: Not all pupils were tested as they were off school isolating

Pupils are taken off the spelling programme when they reach a spelling age of 11 years. This is why numbers on the programme decrease over time.

Spelling intervention saw 49% of pupils making at least 1 years' progress. 89% of pupils made progress.

Pupils who have not made progress will be supported in using the online programme by the Emmaus Student Support Department. We will test new Y7 and the test scores from July 2021 for current Y8 and 9 will form the baseline for next year's reporting.

### MathsWatch Report

We purchased MathsWatch as a programme for independent learning in Y10 and 11 to

Y10	PC1	PC2	PC3	PC4
<b>IL 3+</b>	72.4%	61.3%	69.5%	52.7%
<b>PP</b>	51.6%	67.7%	61.3%	38.7%

	Average progress from Baseline to PC4
<b>Y10 Cohort</b>	0.45
<b>PP</b>	0.45

Y11	PC1	PC2	PC3
<b>IL 3+</b>	56.5%	53.1%	68.6%
<b>PP</b>	62.8%	48.8%	57.0%

	Average progress from PC1 to PC3
<b>Y11 Cohort</b>	0.78
<b>PP</b>	0.58

motivate and accelerate pupil progress.

- Independent Learning level increased from PC1 to PC3 where 16% more were awarded level 3 or above for IL completion.
- MathsWatch facility shows the amount of time spent on IL for each individual and progress on topics. This was in line with progress made in class.
- Monday maths club increased (current Year 11) in the last half term by 80% attendance, from 3 pupils to average of 26 pupils attending to complete MathsWatch IL.
- Fewer consequences handed out to classes on MathsWatch in comparison to classes not using this resource for IL.

Student voice- Feedback from pupils regarding MathsWatch

- Can send direct message to teachers on questions
- Easier to use and show workings
- Can check online video attached to topic rather than searching on Corbett maths.

### Summer School Report

Following a return to school in March, Leaders at all levels observed that several pupils were displaying delay in social interaction. Year Leaders in the lower school also identified pupils who also needed to develop organisational skills required to manage the daily routines of a secondary school day. Social interaction and personal organisation became the primary focus of summer school 2021 but delivered through activities that required the pupils to engage with literacy and numeracy.

100 pupils were invited from Y7 and 8. 62 pupils in Y7 and Y8 signed up. Of these only 45 pupils showed up. All were followed up with first day absence calls and parents had decided to go on holiday with the relaxing of restrictions.

A survey of pupils at the end of the week reported that the week at summer school was the busiest and most active they had been during the holidays. They reported that it was good for them to see their peers and was the most social they had been with people of a similar age. The majority of pupils stated they felt better about returning to school having attended summer school.

## Externally provided programmes

Programme	Provider
Maths Watch	Maths Watch LTD
Doodlemaths	Doodle Learning
Spelling Shed	EdShed

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*