



Ministerium Tuum Imple Love | Serve | Do the best that is possible

Diminishing The Difference for Disadvantaged Pupils

Sept 2021 – July 2024

Areas of challenge as identified in the Pupil Premium Statement.

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	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. The gaps were evident in both progress and attainment and more pronounced in pupil premium boys.
3	Attendance rates for pupil premium children at June 2021 were below the rest of the cohort.
4	Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort.
5	Parental engagement is not as evident with some families for who Pupil Premium funding is applicable.
6	Pupil Premium children may have lower aspirations and ambitions for their future lives beyond St. Paul's.

Teaching (for example, CPD, recruitment and retention)

Challenge and links to School Improvement Plan	Actions/Cost and Resources	Dates	LG Responsibility	Criteria For Success	Evaluation Progress and Impact (including Evaluating with Governors)	Evidence
<p>SIP 2.1 We will ensure that our curriculum has maximum impact.</p> <p>2.4 To ensure that we have mechanisms in place to evaluate the impact of curriculum and pedagogical approaches</p> <p><u>Pupil Premium Strategy Statement 2</u> Prior to the pandemic and in 2021 outcomes, there were gaps in the progress of Pupil Premium children in comparison with the rest of their cohort. The gaps were evident in both progress and attainment and more pronounced in pupil premium boys.</p> <p><u>Pupil Premium Strategy Statement 4.</u> Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort.</p>	<p>SIP 2.1 PPSS 2</p>	<p>The further development of the departmental bidding process providing more focused guidance/ pro forma bids for resources for use within departments/lessons.</p>	<p>Feb 2022</p>	<p>GRH/GMW</p>	<p>Barriers to learning for all pupil premium children have been identified and strategies in place to address these barriers...</p>	
	<p>SIP 2.1 SIP 2.2 SIP 2.4 PPSS 2 PPSS 4</p>	<p>The introduction a departmental audit of current Pupil Premium provision to be updated prior to financial bids.</p> <p>The development of monitoring the allocation of resources and the evaluation of impact of spending requested within the bidding cycle.</p>	<p>Feb 2022</p>	<p>GRH/GMW</p>	<p>departments make informed bids for resources and evaluation of funding evidences improvement of Pupil Premium progress by subject area</p>	
	<p>SIP 2.1 PPSS 2 PPSS 4</p>	<p>The development of staff training sessions regarding Pupil Premium including the induction of new staff to understand the individual needs of their students in order to develop strategies to improve outcomes.</p>		<p>GRH/GMW</p>	<p>...staff awareness of Pupil Premium needs is evidenced in lesson planning, the strategic use of resources and delivery of content.</p>	
	<p>SIP 2.1 PPSS 2</p>	<p>Use of Pupil Premium data to inform 'Raising Standards' meetings to focus departmental strategy.</p> <p>Cost implications for time of staff.</p>	<p>Sept 2021</p>	<p>GRH/GMW</p>	<p>...awareness of the needs of Pupil Premium evident at a departmental level. Review of progress show a closing of gaps in learning and outcomes.</p>	
	<p>SIP 2.1 PPSS 2</p>	<p>Further develop the use of Pupil Premium data by subject teachers to plan interventions at a classroom level departmental and pastoral level.</p> <p>Cost implications for time of staff.</p>	<p>Jan 2022</p>	<p>GRH/GMW</p>	<p>an individualised approach is taken to meet the identified needs of each pupil premium pupil.</p>	
	<p>SIP 2.4 PPSS 2</p>	<p>Further refine systems in place to provide more detailed profiles (Pen Portraits) and track progress of every Pupil Premium student from years 7 to 13. This also includes the monitoring of attendance, punctuality, engagement in extra curricula activities, engagement of parents in the school mentoring system and information evenings as well as inclusions and exclusions. This will be used to inform strategic planning and intervention at an individual or small group level.</p>	<p>Jan 2022</p>	<p>GRH/GMW</p>	<p>...Pastoral staff are aware of the needs of their individual cohorts and have a range of strategic interventions in place in order to meet these needs.</p>	

	PPSS 4	Reinforce the progress made through the accelerated reading programme to engender love of reading in students across the school. In particular the choice of books would look to address the reading interests of Pupil Premium boys.	Oct 2022	GRH/GMW A range of books is available in the library that reflect student current interest. Tracking will include monitoring the loan of books and accelerated reader data.		
<p>2.2 Look Up and Lead in departments: we will make provision for subject enhancement CPD to ensure subject specialists and able to promote the development of scholarship</p> <p>Continue to develop pupils' independence and self-awareness so that they are able to manage their Independent Learning and revision.</p>	SIP 2.2	<p>Improve access to text books through the provision of online resources to facilitate independent learning.</p> <p>Cost of online resources approximately £200 per text book.</p>	Sept 2021	GRH/GMW	<p>Additional resources are provided for pupil premium pupils to secure higher levels of engagement and achievement</p> <p>...all pupils have access to text books to support independent learning.</p>		
	SIP 2.2 PPSS 4	<p>Produce recorded resources and develop an appropriate strategy as to how these will be allocated to staff/ departments. This will start with the development of key concept lessons in Maths and English at KS3 as well as the recording of revision sessions for home access for all pupils in years 10, 11, 12 and 13.</p> <p>Approximately £50 per recorded session.</p>	Jan 2021	GRH/GMW	...all pupils have access to a range of additional resources via Its Learning to support independent learning.		
	SIP 2.2 PPSS 4	<p>School produced revision guides to be produced and uploaded to Its Learning. Explore supplementing these resources with those from external suppliers.</p> <p>Cost implications for time of staff.</p>	Feb /April 2022	GRH/GMW	<p>all pupils have access to a range of tailored revision materials</p> <p>...revision guides are available online to all students to support in-house and online revision sessions.</p>		
	SIP 2.2 PPSS 4	<p>Resource the Reflection Room with Lap tops to allow students to access their learning online. This would include the provision of learning for pupils on fixed term exclusion or on internal school inclusion (Reflection Room)</p> <p>Cost implications for time of staff.</p>	Jan 2021	GRH/GMW	... learning available to pupils in the Reflection Room mirrors the quality available within the classroom		

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

Challenge and links to School Improvement Plan	Actions/Cost and Resources	Dates	LG Responsibility	Criteria For Success	Evaluation Progress and Impact <i>(including Evaluating with Governors)</i>	Evidence
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<p>2.3 Look Up and Lead in departments: we will develop our pedagogy to meet the demands of the enhanced curriculum.</p> <ul style="list-style-type: none"> • We will ensure that remote learning becomes an embedded quality of the way that we work. • Develop the use of specialist resources to complement T&L 	<p>SIP 2.3 PPSS 4</p>	<p>The development and financing of a longer term strategy to offer all pupils the provision of ICT and that such a strategy is sustainable and covers the whole school.</p> <p>Cost of ICT equipment for initially years 7 and 11.</p>	<p>Sept 22 onwards</p>	<p>GRH/GMW</p>	<p>...all pupils have access at home to an ICT device to support independent learning. This includes access to the internet with the provision of dongles where necessary.</p>		
	<p>PPSS 1 PPSS 2</p>	<p>Identify appropriate triggers for each year group in terms of progress and attainment that identify the need for intervention. This will be closely linked to the development of the Pastoral Curriculum across Years 7 to 11.</p>	<p>Jan 21 onwards</p>	<p>GRH/GMW</p>	<p>Strategies and resources are in place to address the specific needs of students at their point on the Pastoral Curriculum.</p> <p>The use of Pupil Premium data following each progress check informs this process.</p>		
		<p>Develop the use of the Literacy and Numeracy coaches to provide targeted support in response to pastoral intervention as well as continue to provide targeted support within the English and Maths departments.</p>	<p>Sept 22 onwards</p>	<p>GRH/GMW</p>	<p>The number of interventions involving Pupil Premium students reflects cross curricular need, particularly those referrals from Pastoral Teams</p>		
		<p>Promote the use of the FACT and FACT PLUS with Pupil Premium students to identify barriers to learning in relation to behavioural concerns in order to explore strategies other than SEN provision for those that do not meet the threshold.</p> <p>Develop packages of support materials relating to Behaviour that can be accessed by Pastoral teams in order to support Pupil Premium students who are in danger of exclusion or referral to Alternative Educational Provision.</p>	<p>Jan 21 onwards</p>	<p>GRH/GMW</p>	<p>The Fact and Fact Plus become integral elements of Pastoral Support Plans and are developed within the strategic framework in providing evidence for alternative provision</p>		
<p>2.1 We will ensure that our curriculum has maximum impact</p> <p>Continue to build the knowledge, confidence and skills that are transferrable into the wider world.</p> <p>Ensure that we continue to thoroughly prepare children for the world of work progressively throughout their time at St. Paul's</p> <p>Pupil Premium Strategy Statement 4. Pupil Premium children may not have the same access to educational resources and experiences as the rest of the cohort.</p> <p>Pupil Premium Strategy Statement 6. Children may have lower aspirations and ambitions for their future lives beyond St. Paul's.</p>	<p>PPSS 4 PPSS 6</p>	<p>Reintroduce visits to universities and colleges following Covid restrictions. These will be tailored to meeting the individual ambition and aspirations of Pupil Premium Students.</p>	<p>Jan 22</p>	<p>GRH/GMW</p>	<p>All Pupil Premium Students are provided with the opportunity to attend at least one motivational experience/visit relevant to their Post 16 aspiration.</p>		
		<p>The introduction of a structured programme of visitors/speakers coming into school to provide FE advice...including the use of careers. This would aim to target periods of transition Year 11 to Year 12 as well as Year 13 to FE.</p>	<p>Sept 22 onwards</p>	<p>GRH/GMW</p>	<p>All Pupil Premium Students are provided with the opportunity to attend at least one speaker/ visitor event relevant to their Post 16 aspiration.</p>		
		<p>Ensure all Pupil Premium students have access to Careers advice, particularly at transition points in their life at the school.</p>	<p>April 22 onwards</p>	<p>GRH/GMW</p>	<p>Pupil Premium Students are prioritised for Careers interviews.</p> <p>Destinations at both Yr 11 to 12 and Yr 13 to FE careers show there are no Pupil Premium NEETs.</p>		

<p>2.4 To ensure that we have mechanisms in place to evaluate the impact of curriculum and pedagogical approaches</p>		<p>Work to be undertaken on monitoring and evaluating the effectiveness of Higher Education visits as well as develop further 'bolt on' activities to broaden support of Pupil Premium pupils in accessing Post 18 opportunities.</p>	<p>Jan 22</p>	<p>GRH/GMW</p>	<p>Programme of visits and speakers reflects the changing needs of each cohort.</p>		
<p>3. Attendance rates for pupil premium children at June 2021 were below the rest of the cohort.</p>	<p>PPSS 3</p>	<p>Use of data to monitor the attendance, behaviour and exclusions of PP with a view to develop and further refine strategies to support students.</p>	<p>Sept 21</p>	<p>GRH/GMW</p>	<p>The number of persistent absentees among pupil premium pupils is reduced. Overall attendance for pupil premium children returns to above 96% in line with the rest of the cohort.</p>		
<p>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.</p>	<p>PPSS6</p>	<p>Provide Iwork training for those Pupil Premium students at risk of not completing work experience.</p>	<p>Sept 21</p>	<p>GRH/GMW</p>	<p>Pupil premium pupils are provided with additional support when exploring Unifrog and work experience opportunities</p>		
<p>3.2 We will promote and support dynamic leadership of all young people</p> <ul style="list-style-type: none"> Develop the use of pupil voice to inform curriculum planning. <p>We will develop the leadership skills of students so that they are able to take on more independent ownership of their learning both within and beyond the classroom, and that they are able to articulate this in more unfamiliar contexts. We will emphasise the concept of servant leadership throughout.</p> <p>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.</p>	<p>SIP 3.2 PPSS 4</p>	<p>Use of student and staff surveys/forums to establish current attitudes and need</p>	<p>June 22 onwards</p>	<p>GRH/GMW</p>	<p>Reponses to surveys/ forms inform future planning and identify areas for further improvement</p>		

<p>2.2 Look Up and Lead in departments: we will make provision for subject enhancement CPD to ensure subject specialists and able to promote the development of scholarship</p> <ul style="list-style-type: none"> We will promote the concept of Teacher and Student Scholarship. Continue to develop pupils' independence and self-awareness so that they are able to manage their Independent Learning and revision. 	<p>SIP2.2 PPSS 4</p>	<p>Explore different ways in which Pupil Premium Students can have greater responsibility in identifying and resourcing their individual need... potentially with a HPA target group in years 10 or 11.</p>	<p>Sept 22 onwards</p>	<p>GRH/GMW</p>	<p>Pupils can articulate their learning and progress, identifying areas for further development. Pupils make informed choices regarding their academic pathway.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Challenge and links to School Improvement Plan		Actions/Cost and Resources	Dates	LG Responsibility	Criteria For Success	Evaluation Progress and Impact (including Evaluating with Governors)	Evidence
<p>5. Parental engagement is not as evident with some families for who Pupil Premium funding is applicable.</p>	<p>PPSS 5</p>	<p>Increasing the attendance of parents of pupil premium students at information and mentoring evenings.</p> <p>Targeted invitation of parents</p> <p>Explore the setting up of Pupil Premium Evenings either at a year group of Key stage level to raise awareness of the resources and strategies to support their children and encourage engagement</p>	<p>June 22 Onwards</p>	<p>GRH/GMW</p>	<p>Attendance and engagement at parent information evenings and mentoring appointments is similar to that of parents of the rest of the cohort.</p> <p>Pastoral Teams build strong relationships over time with pupil premium families.</p>		
	<p>PPSS 5</p>	<p>Engaging and upskilling of parents to support Pupil Premium strategies through the use of information and discussion evenings as well as online presentations.</p>	<p>Sept 22 onwards</p>	<p>GRH/GMW</p>	<p>Engagement in Independent learning is in line with peers... evidenced through progress check data and strategic monitoring of Pupil Premium use of ItsLearning</p> <p>Parents are engaged in discussions about future aspirations and wider possibilities... the attendance of parents of pupil premium students is in line with that of their peers.</p>		

	PPSS 3	Provide a more comprehensive guide to staff of available support.	Feb 22 onwards	GRH/GMW	Staff make greater use of the detailed Pupil Premium data available to inform one to one mentoring of PP with their parents.		
Develop student confidence, self-esteem and sense of belonging. 3. Attendance rates for pupil premium children at June 2021 were below the rest of the cohort.	PPSS 5	To continue to develop the use of Summer Schools to aid the transition of pupils from year 6 to 7 as well as support those students in year 7, 8 and 9 who at times struggle to meet school expectations.	May/June 22	GRH/GMW	New year 7 pupils are more comfortable and settled in their transition to ST Paul's. Reduction of exclusions and use of the Reflection Room in those students in. Years 7 to 9 following their attendance to summer school		
1.1 We will continue to develop the Catholic nature of the school. 2.1 We will ensure that our curriculum has maximum impact Continue to build the knowledge, confidence and skills that are transferrable into the wider world. We will continue to develop our strategy to promote the mental-health, happiness and well-being of all members of our community.	SIP 1.1 SIP 2,1	The use of Bush craft and/or other outdoor activities to develop confidence and life skills in students Look at the role of extracurricular activities to provide a more therapeutic option in meeting the needs of Pupil Premium and vulnerable students.	Feb 22 onwards	GRH/GMW	The development of outdoor activities to provide a therapeutic input with pupils That is available to staff through referral.		
3 Attendance rates for pupil premium children at June 2021 were below the rest of the cohort.	PPSS 3	The use of 'Taster Days' with feeder schools to aid the transition process so that students are more settled and confident in starting a new school.	Sept 21 ongoing	GRH/GMW	Attendance rates for Year 7 remain above 97%. Reflection Room and Sims data show no concerns regarding Behaviours For Learning.		