



## STA - Pupil premium strategy statement – 2021-22

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 Andrew the Apostle School
Number of pupils in school	729
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-22
Date this statement was published	August 2021
Date on which it will be reviewed	August 2022
Statement authorised by	I Warwick
Pupil premium lead	M Michael
Governor / Trustee lead	M Pieri

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,000
Recovery premium funding allocation this academic year	£22,185
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	£167,185

## Part A: Pupil premium strategy plan

### Statement of intent

#### Challenges

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

Challenge number	Detail of challenge
1.	Covid 19 has nationally and in our school exacerbated progress gaps between disadvantaged and other students.
2.	Similarly, the gap between disadvantaged and other students in terms of attendance has not closed.
3.	Resources, technology and cultural capital: disadvantaged students are likely to miss out on the benefits of, for example, books at home, trips or technology enjoyed by other students.
4.	Behaviour at our school is good, with many outstanding examples of behaviour every day. However, both nationally and at our school, disadvantaged students have been more likely to receive fixed term exclusions and other sanctions such as detentions. This is a potential barrier to progress, since these students miss educational opportunities as a result.

#### 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
Progress 8	+0.35 by Summer 2022
Attainment 8	50 by Summer 2022
Percentage 5+ in English and maths	60 by Summer 2022
<i>Percentage 4+ in English and maths</i>	80 by Summer 2022

## 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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development Monitoring Learning Resources KS3 curriculum and assessment restructuring	We will be focusing on initiatives that give our disadvantaged students more of their teachers' time and quality feedback on their work; research suggests that quality intervention has a big impact on students' outcomes for a small cost. Developing classroom pedagogy has a big impact for a moderate cost ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> )	Lack of engagement Disadvantage in cultural capital Resources for independent study

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

Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for and focus on PP students across the curriculum. Additional support for and focus on PP students in the core curriculum. To improve literacy and reading across the disadvantage students After school intervention lessons National Tutoring Programme	We will be focusing on interventions that address literacy, practical barriers to learning (e.g. equipment, environment for learning) and lack of engagement with learning; research suggests improvement in literacy and targeted intervention can have significant impact if set well and completed properly. ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> ).	Disproportionate Covid 19 impact. Resources, technology and cultural capital.

### Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Welfare Officer Y11 mentoring programme	Extensive research suggests that there is a clear link between attendance at school and positive academic outcomes for students. It is also clear that students' holistic well-being suffers when they do not attend school regularly.	Lower than average disadvantaged students' attendance

### Wider strategies (Engagement)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the engagement, well-being and resilience of our PP students with improved Pastoral support.	We will be focusing on initiatives which help to make up for any lack of parental engagement and which give students access to high-quality pastoral care. Re-research suggests that supporting social and emotional development leads to positive outcomes <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> .	Mental health impact of Covid-related absence; impact of anxiety related to, for example, family illness, bereavement, financial difficulty, loss of employment etc.
Support through individual mentoring		

**Total budgeted cost: £145,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Initiative	Intended outcome	Impact	Evaluation
Professional Development	Raising awareness of disadvantaged students. Understanding of cultural capital. Consideration of intersection with other learning needs.	Growing PP gap at start of 2020-21 was arrested.	Staff had an enhanced awareness of the importance of cultural capital and disadvantage. They were asked to reflect throughout the lockdowns on the impact of Covid-19. The INSET in September 2020 set the scene for this development. Evaluation was positive overall, with the obvious caveat of the missed opportunities for additional training brought by Covid- 19.
Monitoring	Scrutiny of performance of disadvantaged groups within departments and strengthening of accountability. Lesson observations. Performance Management. Work Scrutiny. Data review.	According to Y11 TAGS the disadvantaged gap remained stable in spring, summer 2020-21, which shows the importance of the return of normal school monitoring procedures and the support given to PP students.	Close scrutiny used during lock- down focused on engagement and work completion for disadvantaged students and this was successful as gaps remained stable. This will continue to be a focus for the school.
Engage and utilise Educational Welfare Officer via Barnet Traded services	Improvement in attendance for disadvantaged groups.	Attendance remained lower for disadvantaged students in comparison to non-disadvantaged, although significant progress was evident for certain key students. Disadvantaged attendance 87%; Whole school 91%. Pre-lockdown attendance for whole school and for disadvantaged students was extremely positive and was improved compared to previous years at that point.	Difficult to evaluate cogently because of the blanket disruption to attendance owing to Covid 19. Attendance for PP students will be a focus in 2021-22.
Intervention	Wide-reaching intervention programme in KS4, designed to close growing emergent gap between disadvantaged students and remainder of cohort.	Intervention programmes widely disrupted owing to Covid. Bespoke and targeted alternatives put in place by departments.	Progress gaps indicate that the school should reconfigure its intervention approach for students to catch and in anticipation of another lockdown.

Pastoral support	Reduce time out of education for disadvantaged students owing to internal or fixed-term exclusions.	Whilst there is a disproportionate number of disadvantaged students who have had a fixed term exclusion compared to other students, there have been many fewer repeat exclusions. A significant cohort of students with pastoral concerns have benefitted from support.	Internal 'referral' and a strong behaviour code have improved behaviour overall; some key disadvantaged outlier students require enhanced support. This will be ongoing as students are identified.
Uniform	Replace or purchase uniform for disadvantaged students Reduce feeling of exclusion.	Fewer students wearing items of non-school uniform. Positive individual feedback from students/parents.	Although the need was not widespread, budgeting for this need is prudent as some families may still be experiencing need due to COVID.
Utilise senior staff designated role	Narrowing PP gaps and support for LAC, SEND and vulnerable students, Strategic oversight of support from designated person for looked after children, SENCO contribution, safeguarding contribution	Growing gap successfully arrested. Inclusion strategy had a more focused approach especially from January 2021.	Although difficult to evaluate robustly, clearly the progress gap points to a mixed success. Certain key students' experience enhanced and some successful initiatives.
Utilise Teaching Assistants	Support for SEN and PP students, small group work and in class. Adjustments to resources and T&L Narrowing of achievement gaps.	Exclusion and disengagement of several key KS3 learners improved overall. Certain students with difficult SEMH experiences received a high level of care, if not impressive progress.	Outcomes gap still exist in all year groups. Further role development in our SEN department in support of SEN students in receipt of PP funding will be a focus for 2021-22.
Provide Y11 mentoring,	Support for Y11 students. Dedicated 1 to 1 support for vulnerable Y11 students.	Variable outcomes for student on mentoring programme.	Mentoring programme was not as effective as previous years because of Covid-19. School to review in 2021-22.
National Tutoring Programme or similar	Purchase of National Tutoring Programme (NTP) services for disadvantaged students with low progress scores, beginning with Y11.	NTP offered to wide range of Y11 disadvantaged students; only a few picked it up. TAGs show some impact on only a few key learners.	For key individual students this had tangible impact at moments of serious disengagement. Some learners felt there were too many demands on their time. Perhaps the programme could have been implemented sooner.
'Kerboodle' online textbooks	Provide students with access to online textbooks to support.  Close gap in cultural capital.	Many non-disadvantaged students have access to books online, and departments have the ability to set work or reading from them.	Resources to be relaunched in September 2021.

Inclusive Curriculum	Curriculum is inclusive in terms of activities, assessment, and content. This ameliorates educational exclusion, closes gap cultural capital.	Because of apparently structural gap on outcomes, it is difficult to claim our curriculum, although inclusive in its planning, allows all learners to make progress.	The curriculum ought to be reviewed in order to plan for more equitable outcomes.
Mental Health First Aid Training for two members of staff	To be able to respond sensitively and effectively to students' mental health crises, the incidence of which is likely to be exacerbated by the Covid 19 pandemic.	Difficult to assess; individual students benefitted from this training, because of our fast response to at least 3 serious mental health crises. Impact is necessarily narrow, however.	Worthwhile process. Consider expanding into 2021-22. More cost effective alternatives might be available.
Papyrus suicide prevention training – two members of staff.	To be able to respond to students presenting urgently with suicidal ideation with/without a plan.	As above, key staff responded effectively to several examples of students at risk of self-harm/suicide effectively, including liaising with CAMHS, psychiatric paramedics etc.	Successful initiative, consider rolling out to wider staff audience.

#### 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