



STA- Pupil premium strategy statement: Academic Year 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Please note that although this plan is for the year 23.24 and review for 22.23, our pupil premium strategy is a 3 year plan (22-25).

School overview

Detail	Data	April Update	September update
School name	St Andrew the Apostle School		
Number of pupils in school	686	702	599
Proportion (%) of pupil premium eligible pupils	145 Students - 21%	152 (22%)	117 (20%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24		
Date this statement was published	October 2023		
Date on which it will be reviewed	October 2024		
Statement authorised	A Easton		
Pupil premium lead	Curriculum DHT: L Helan/M Malakouna		
Governor / Trustee lead	M Frangeskides		

Funding overview

Detail	April Update (23.24)
Pupil premium funding allocation this academic year	£118,200
Recovery premium funding allocation this academic year	£39,468
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£178,934

Part A: Pupil premium strategy plan

Statement of intent

Irrespective of socio-economic background; St. Andrew the Apostle school believes that every child has the right to access opportunities that will allow them to make the same future learning and career choices as their peers. The pupil premium strategy this academic year has been written in the knowledge that the pandemic has widened the gap between pupil premium and non-pupil premium students nationally. The school acknowledges that there is no single project that will combat this issue and that the programme of support for PP students must be personalised to suit a child's personal circumstances and needs.

The school's focus remains on quality first teaching and then on the selection of evidence-based approaches to improve the life chances of our disadvantaged cohort. Research shows that quality first teaching is the most important lever that will have the greatest impact on the outcomes of all pupils, particularly the disadvantaged. To overcome any potential barriers and equip pupils with the 'powerful knowledge,' investment in professional development, training and support for early career teachers as well as recruitment and retention of all staff will be integral in consistently implementing the school's ambitious curriculum. Our focus on cognitive science and memory recall will assist our endeavours to ensure that students have a focused and efficient education.

Children have experienced social and emotional hardship over the last three years, and we have found that they need extra support to overcome these barriers to learning. Our investment in our PLUS team and in mental health and wellbeing is, we feel vital for empowering our students. We will continue to ensure that this provision is supported and promoted.

Our three-year plan is intended to narrow the gap between disadvantaged and non-disadvantaged students and ensure that all students make good progress. The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money. Ongoing student assessment, feedback (including student voice) and communication with parents will be used to ensure that our strategies are the correct ones.

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 and suspensions. This is a potential barrier to progress, since these students miss educational opportunities as a result.
5.	Parental engagement with the school is nationally lower than the parental engagement of non-PP 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	April 23 Update	Sep 23 Update
1. Gap between PP students and non-PP students performance at KS3 and KS4 narrows. (Addresses challenge 1, 3, 4)	PP students achieve at least SPI 0.0 and in line with non-PP students	Mock 2 KS4 Y11 pp was P8 -1.2 Y11 non pp was P8 -0.33 Gap -0.87 Internal data below: Y11 23-24 eoy 9 gap -0.34 Y10 23-24 eoy 8 gap -0.38 Y9 23-24 eoy 7 gap – 0.15	KS4 outcomes Y11 PP was P8 -0.26 Y11 non pp was P8 0.62 Gap -0.88 Internal data below: Y11 23-24 eoy 10 gap -0.56 Y10 23-24 eoy 9 gap -0.23 Y9 23-24 eoy 8 gap -0.32 Y8 23-24 eoy 7 gap -0.26
2. Attendance gap between PP and non-PP students narrows. (Addresses challenge 2, 5)	PP students attendance is at least 90-96%	PP attendance 21-22 was 86.3% (Overall 89.2%) Gap: 2.9% PP attendance Sept 22 to April 23 was 89.6% (Overall attendance 92.2%)	PP attendance 22 – 23 was 87.9% (Overall 89.7%) Gap: 1.8%
3. 100% PP Students access appropriate education/work pathways on leaving St. Andrew the Apostle School (Addresses challenge 1, 2, 3)	100% of PP students leaving STA either at 16 or 18 have appropriate destinations (college, university, apprenticeship, workplace)	Y11 destinations being monitored Y13 all but 2 students have university offers, 1 has an apprenticeship offer and 1 has yet to decide.	100% Y11 have appropriate pathways. 100% of Y13 accessed appropriate pathways.
4. Parents of PP students are engaged with school. (Addresses challenge 5)	PP parents 90% attendance to parents evenings	Attendance to parents evenings of PP students' parents has been 72% Sept to April. (All pupils' attendance has been 77%) Gap: -5%	Attendance to Parents evening of PP students has been 48%. All pupils attendance has been 66% Gap: -18%
5. PP students permanent exclusions and suspensions lessen over time as a result of work performed by the school. (Addresses challenge 4)	Gap between PP and non-PP students for number and duration of exclusions narrows over time.	Permanent exclusions PP 21/22 = 1 PEX non PP = 0 Gap: -1 Permanent exclusions PP 22/23 to April = 0 PEX non PP = 0 Suspensions PP 21/22 = 111 Sept 22 to April 23 = 82 Suspensions non PP 21/22 = 72 Gap: -29 (60% PP) Sept 22 to April 23 = 40	PEX PP 22-23 0 PEX non PP 22-23 0 Gap: 0 Suspensions 22-23 PP 43 Suspensions non 22-23 81 Gap: +38 (35% PP)

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.

1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Professional Development with a focus on cognitive science	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Collaborative learning +5	1 Progress, 3 Resources
b. Monitoring and timely intervention	Feedback +6 Mastery learning +5	
c. Supply and quality of Learning Resources	Teaching assessment interventions +4	

April Update

- Cognitive Science strategies have been embedded this year and they have supported the progress of all students. It is too early to tell if these strategies are having a significant impact of PP learners. However, the Revision Focus Fortnight has helped students to understand how their memories work and what kind of conditions are best for successful revision. The recent focus on challenge means staff are reflecting on the levels of challenge in their lessons, giving students more opportunities to discuss the learning and 'think hard', with the aim of increasing expectations and therefore progress of all students but in particular PP.
- Intervention has been targeted towards PP students and the majority of the those invited to after school and holiday intervention have been PP students. Year 11 students P8 was improved from mock 1 to mock 2 (although the gap to non-PP students widened).
The whole staff Inset in January had a focus on PP students in Y10 and Y11, supporting staff to develop specific strategies for the PP students in their classes, using their seating plans to help them to identify students and strategies.
- The first set of whole schoolwork sampling took place in middle leaders with a specific group of Y10 PP students from each subject – the results of this were positive with no significant differences between PP and non-PP work. Each set of work sampling completed samples books from specific groups of students including PP to ensure staff are identifying any differences in quality of work and feedback, which were then fed back to staff and those books re-sampled later. To ensure improvements had been made to feedback. CPD session run by MMA on 'Supporting PP students' was very well received with clear, evidenced-informed ideas about how to narrow the gap.

September update

- Where we see that the gap has widened between pp and non-pp in most year groups, we have to assume that these strategies have not yet been effective in closing the gap.
- PP students' progress improved more than non-pp students' between Mock 2 and outcomes, compared against progress between Mock 1 and Mock 2. This may partly be due to attendance at intervention.
- Follow-up work sampling will take place termly in 2023-4.

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

Budgeted cost: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Additional support for		1 Progress

and focus on PP students across the curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2 Attendance 3 Resources 4 Behaviour
b. To improve literacy and reading of disadvantaged students	Feedback +6 Mastery learning +5 Reading comprehension +6	
c. Intervention lessons	One to one tuition +5	
d. National Tutoring Programme		

April Update

The NTP has not only been used for Y11 students but has also been employed with key outlying students in other year groups as well as. Where it has worked, students have engaged well and there is anecdotal evidence of success.

Support for all students included disadvantaged students is still being developed fully because of a change of leader in this area. The Core Skills sessions in Year 11 are more focused on literacy this year.

September Update

- a) Has not yet been successful in closing the gap.
- b) Has not yet been successful in closing the gap.
- c) Supported students to make progress; not yet successful in closing the gap.
- d) 8 PP Y11 students received 30 hours of tuition over 4 months with an average impact of +0.9 in P8 between start and finish. The effect size was greatest in Maths with progress +1.1. This was therefore the intervention which had the most impact. This is in line with research evidence.

3 Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Educational Welfare Officer	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1 Progress, 2 Attendance,
b. Y11 mentoring programme	Behaviour interventions +4 Parental engagement +4 Social and emotional learning +4	4 Behaviour, 5 Parental engagement

April Update

- a. Our EWO has been asked to target key PP students, using our usual procedure that features both challenge but identifies support from other agencies or from within the school. Our EWO has met, with someone from the pastoral team, with 14 PP families and as a result all have improved attendance.
- b. The list of Year 11 mentees is heavily weighted to PP students. This process with well-established and has been successful previously. Each student is seen by a middle/senior leader regularly and discussion includes revision, revision timetables, analysis of data, specific subjects, careers/aspiration and sixth advice. Many of these students and their parents were seen during the additional Year 11 Academic Review Day.

September update

- A) Effective in closing the gap from -2.9% to -1.8%
- B) Effective in improving PP students' progress – from +0.2 between M1 and M2 to +0.6 between M2 and outcome

4 Wider strategies (Engagement)

Budgeted cost: £27 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. To improve the engagement, well-being and resilience of our PP students with improved Pastoral support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit . Behaviour interventions +4 Feedback +6	1 Progress, 2 Attendance, 3 Resources, 4 Behaviour, 5 Parental engagement
b. Support through individual mentoring	Metacognition and self-regulation +7 Mentoring +2	

April Update

- a) Year group meetings, attitude to learning grades and referrals from curriculum areas refer students to triage and our PLUS office. Students are also supported by their form tutors on a day-to-day basis. The impact of support can be measured in a variety of ways. Suspension data indicated that the gap of proportion of PP students being suspended is not widening. Attendance data shows that persistent absence of PP students has fallen by 11.2% from 2021/22 to 2022/23.
- b) PP money has been used in the final term to support students at risk of suspension and students with lower self-esteem in a boxing club which has been used effectively across the borough.

September update

- a) Reduced gap in attendance (see above); closed gap in PEX (no gap); closed gap in suspensions from -29 in 21-22 to +38 in 22-23 e.g. non-PP students received 38 more suspensions. PP suspensions fell from 65% of total to 35% of total.
- b) Effective in closing the gap from 60% of suspensions pp to 35% of suspensions pp.

Total budgeted cost: £177 300

April Update Next Steps

Targets will largely stay the same as they are areas the school still believes should be focused on. However, the following ideas from initial discussions for next year will be blended into the 2023-24 plan:

- Exams/assessment analysis – target underachievement earlier (in earlier years)
- Quality and effectiveness of PP book-look and learning walks (be more honed)
- PP surveying students

September Update Next Steps

- Focus on in-class intervention
- Improve analysis of impact of after-school/holiday intervention on PP students
- Focus after-school and holiday intervention on PP students
- Focus on reading in form time
- Further investment of time in encouraging PP attendance to Parents' evenings