

St Andrew the Apostle School

Pupil premium strategy statement – 2024 - 2025

This statement details our school’s use of pupil premium 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.

The 2024-25 year will be the final year of this three-year strategy. The review of the 2023-24 year was the second year of the strategy.

School overview

| Detail | Data |
|--|-------------------------------------|
| School Name | St Andrew the Apostle School |
| Number of pupils in school | 686 |
| Proportion (%) of pupil premium eligible pupils | 145 students – 21% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022-25 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | C Martin |
| Pupil premium lead | L Helan and M Malakouna |
| Governor / Trustee lead | M Frangeskides |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £129,375 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £137,655 |

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 |
|---|---|
| 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 |
| 2. Attendance gap between PP and non-PP students narrows. (Addresses challenge 2, 5) | PP students' attendance is at least 90-96% |
| 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) |
| 4. Parents of PP students are engaged with school. (Addresses challenge 5) | PP parents 90% attendance to parents evenings |
| 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. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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 (amended over time to recall and retrieval) | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Collaborative learning +5 Feedback +6 Mastery learning +5 Teaching assessment interventions +4 | 1 Progress, 3 Resources |
| b. Monitoring and timely intervention | | |
| c. Supply and quality of Learning Resources | | |

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 and focus on PP students across the curriculum. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Feedback +6 Mastery learning +5 Reading comprehension +6 One to one tuition +5 | 1 Progress 2 Attendance 3 Resources 4 Behaviour |
| b. To improve literacy and reading of disadvantaged students | | |
| c. Intervention lessons | | |
| d. National Tutoring Programme | | |

Wider strategies (for example, related to 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, 4 Behaviour, |
| b. Y11 mentoring programme | Behaviour interventions +4 Parental engagement +4 Social and emotional learning +4 | 5 Parental engagement |

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 | |

Total budgeted cost: £177, 300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Success criteria | Impact So Far | Evaluation |
|--|---|--|---|
| 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 | <p>KS4 outcomes</p> <p>Y11 PP: +0.09 (exceeds Trust average)</p> <p>Y11 non-PP: +0.49</p> <p>Gap -0.40 (smaller than for Y11 in previous year)</p> <p>Internal data:</p> <p>Y11 24-25 end of Year 10 gap -0.3 (similar to the previous year)</p> <p>Y10 24-5 end of Year 9 gap -1.0 (EAP wider than the previous year)</p> <p>Y9 24-25 end of Year 8 gap -0.14 (smaller than previous year)</p> <p>Y8 24-25 end of Year 7 gap -0.24 (similar to previous year)</p> | <p>The outcomes for PP students at GCSE are above national average and gap was reduced in comparison to previous year.</p> <p>Gap in 2024-25 Year 11 at end of Year 10 is reduced compared to previous year.</p> <p>Year 10 2024-25 is a year group where resources should be targeted.</p> <p>Gaps in KS3 year groups are stable and/or narrowing.</p> |
| Attendance gap between PP and non-PP students narrows. (Addresses challenge 2, 5) | PP students' attendance is at least 90-96% | <p>PP attendance 2023-24: 90.06%</p> <p>Overall attendance 2023-24: 92.5%</p> <p>Gap: -2.44% (gap is larger but PP attendance is improved on previous year)</p> | <p>Whilst a gap remains and is larger the gap in the previous year by 0.6%, overall PP attendance has risen by 2.2% on previous year.</p> |
| 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) | <p>100% of students in 2023-24 Year 11 accessed appropriate pathways.</p> <p>100% of students in Year 13 accessed appropriate pathways.</p> | <p>The curriculum, extra-curricular, enrichment, support and values taught at St Andrew the Apostle School gives students the knowledge, skills and drive to access the next steps in their education.</p> |

| | | | |
|--|---|---|--|
| Parents of PP students are engaged with school. (Addresses challenge 5) | PP parents 90% attendance to parents evening | PP attendance to parents' evening: 49% All pupils' attendance to parents' evening: 64% Gap: -15% | The gap was reduced from the previous school year (-0.18%); however, parents of students in receipt of pupil premium should continue to be supported to attend parents evenings. |
| 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. | PEX PP 23-4: 0 PEX non-PP 23-4: 0 Gap: 0 Suspensions 23-4 PP: 38 Suspensions 23-4 non-PP: 40 Gap: -2 | Whilst there have been no permanent exclusions, and reduction in the number of suspensions for PP students, there are a disproportionate amount of suspensions of students in receipt of pupil premium. This should be an area where resources are targeted. |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| NTP | Ranstad |