

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 Wilfrid's Catholic Secondary School
Number of pupils in school	1021
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 – 2025/26
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Robert Marr
Pupil premium lead	Hannah Lay
Governor / Trustee lead	Mandi Dunford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,150
Recovery premium funding allocation this academic year	£37,260
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	£113,410

Part A: Pupil premium strategy plan

Statement of intent

St Wilfrid's Catholic School is a school that promotes high aspirations for all. We are equally ambitious for all of our students, but recognise that some students will need a variety of support mechanisms in order to fulfil their potential.

Our ultimate objective for our disadvantaged students is for them to be able to access their first choice of sixth form college and further education; and take their meaningful place in the world.

This means that we need to ensure that they have academic, spiritual, social and cultural skills in order to succeed. As such, our plan looks to primarily ensure that they feel safe and secure school, and then to support their academic progress once they are they are in the classroom. It is vital that we know and understand what the barriers to learning are for each individual, and that teaching and support staff have a sufficient knowledge of these barriers and how to address them

As such, we look to ensure that each student experiences high quality teaching and learning as a priority surrounded by a web of pastoral, financial, cultural and social support strategies that are co-ordinated by the Leader of Opportunities alongside other key staff including the Year leaders, SENDCo and Business Manager.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy, Oracy and Reading</p> <p>KS2 Reading and Verbal CATs assessments highlight significant gaps in these areas. The current Years 8 and 10 are of particular concern. Verbal CATs results indicate the gap has widened due to COVID. Reading assessments indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This subsequently impacts their progress in all subjects.</p>
2	<p>Numeracy</p> <p>KS2 Maths and Quantitative CATs assessments highlight significant gaps in this area. Average CATs and the related gaps are below their Verbal scores, although this is not so evident in SATs (where available). Internal tracking data indicates this continues to be a challenge.</p>
3	<p>Organisational and memory skills</p> <p>Our tracking and observations suggest many lower attaining disadvantaged pupils lack metacognitive and self-regulation strategies. This is also evidenced by homework and equipment issues raised as concerns by staff. Staff need to ensure that work is adapted for students and that feedback given to students is appropriate to enable them to develop these skills.</p>
4	<p>Social and Emotional Wellbeing</p> <p>Data has shown that our disadvantaged students accounted for 35% of safeguarding logs last academic year.</p> <p>Our discussions with pupils and families supports this suggestion that the education and wellbeing of many of our disadvantaged pupils have been impacted by current social pressures to a greater extent than for other pupils. These findings are similarly backed up by several national studies.</p>
5	<p>Access to learning resources</p> <p>Significant numbers of disadvantaged students are unable to access appropriate learning resources at home including text books, revision books, IT equipment and stationary. This also includes access to appropriate and relevant careers support and guidance.</p>
6	<p>Poverty</p> <p>Our tracking shows us that more and more of our disadvantaged families are facing extreme financial difficulties due to the cost of living crisis. This in turn has led to a greater need to access our school food bank, greater crisis applications being made and more financial support being needed from us.</p>

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
<p>Improved attainment and progress in English and Maths. (Challenge 1 & 2)</p>	<ul style="list-style-type: none"> • Progress 8 and Attainment 8 data in English and Maths indicates a sustained narrowing of the gap between disadvantaged and non-disadvantaged students. • Internal assessment data in all other year groups in English and Maths indicates a sustained narrowing of the gap between disadvantaged and non-disadvantaged students. • Sustained improvement in the 'Progress' AtL across all subjects.
<p>Students are engaged with their learning and are able to articulate how classwork and feedback is enabling them to make progress. Students hold high aspirations and expectations of themselves. (Challenge 3 & 4)</p>	<ul style="list-style-type: none"> • Attendance for disadvantaged in all year groups is above 95% • Reduction in the % of CURA logs being for disadvantaged students. • Sustained reduction in behaviour logs for homework in all year groups. • Analysis of 'Show My Homework' indicates 100% engagement with the software. • Book scrutiny shows that every student has received appropriate feedback on how to improve their work. • Book scrutiny indicate high levels of presentation, or where this is not the case, that staff have challenged it. • Sustained improvement in 'Presentation' AtL grades in all year groups. • Student voice surveys indicate improved levels of engagement with extra-curricular activities • Focussed learning walks indicate a high level of engagement and students are able to articulate how work has been adapted for them. • All staff are able to articulate the specific barriers to learning for the disadvantaged students in their class • Staff are able to articulate how work has been adapted to meet specific needs.

No student is disadvantaged due to lack of access to IT, resources, advice and guidance or basic necessities. (Challenge 5 & 6)

- Student voice indicates that they are supported by the school in being able to access all they need in terms of physical resources for school.
- Core pastoral team tracking indicates that all disadvantaged students have the appropriate equipment to fully access learning.
- Core pastoral team tracking indicates that all disadvantaged students have received support for engagement in trips and extra-curricular activities.

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: £ 77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Design: The whole school curriculum structure is designed to enable smaller class sizes and easier progression within ability sets in core subjects (aspiration).</p>	<p>EEF Toolkit – Reducing class sizes has an impact of +3 months. This will enable smaller groups enabling teachers to have more time with individual students. Students also have aspiration as they are aware that they are able to move classes should the need arise.</p>	1, 2, 3
<p>Embedded online homework software (Show My Homework) and the use of Microsoft Teams for the use of e-learning to support long term absences.</p>	<p>EEF Toolkit – Homework - +5 months. Improved systems for the setting and tracking of homework, both in terms of homework completion, but in the quality of homework being set. This will improve organisational skills and engagement with homework to ensure progress and attainment are maximised.</p>	1, 2, 3
<p>Feedback and Marking policy – all staff to ensure students engagement with WWW/EBI/DIN tasks are high.</p>	<p>EEF Toolkit – Feedback - +8. Students will be given detailed feedback on how they personally need to develop and given the opportunity to engage in dialogue. This is intended to enable students to engage with their individual progress development, increasing self-motivation and ability to review and improve key elements of their work.</p>	1, 2, 3, 4
<p>Embedding of Reading and Literacy initiatives interleaved wit new Oracy focus</p>	<p>EEF Toolkit – Oral Language Interventions - +6 months. Oral language interventions promote pupils' interaction in groups. EEF Toolkit – Reading strategies - +6 months. Lessons contain an increased focus upon literacy development in</p>	1

	<p>subject specific context. This will look to narrow the gap between those with PP and those without in literacy (in Y7, 8 & 9) and increase their reading ages.</p> <p>EEF Toolkit – Peer Tutoring - +5 months. 6th Form students trained to be reading mentors for identified KS3 students.</p>	
<p>Metacognition Skills Initiative: Encouraging growth Mindsets</p>	<p>EEF Toolkit – Metacognition - +7 months. Students will develop strategies to support their independence and challenge their self-regulation and development in specific tasks.</p>	3
<p>Growth of the safeguarding team: another member of staff working as deputy safeguarding officer.</p>	<p>EEF Toolkit - Social and emotional learning - +4 months.</p> <p>Support targeted for students, in particular disadvantaged students with social or emotional needs.</p>	4, 5, 6

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

Budgeted cost: £ 26,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Emotional Support (including financial support)	<p>EEF Toolkit – Social and Emotional Learning - +4 months. 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.</p> <p>To support the impact of increased poverty immediately following/as a result of the pandemic.</p>	4, 5, 6
Bespoke Targeted Intervention for KS4 PP Students – students to engage with a targeted intervention scheme to develop independent learning skills.	EEF Toolkit – small group tuition - +4; 1-1 tuition +4; Individualised instruction +3.	1, 2
Mentoring Programme	EEF Toolkit – Mentoring - +2 months. School based mentoring can have a	3, 4

	<p>successful impact on students' aspirations.</p> <p>Aimed to build specific support to students in Y11 based on need on a wider subject level; monitored by SLT and YL. Changes have been implemented to improve impact.</p> <p>Attendance to sessions and engagement co-ordinated and monitored.</p>	
Core Pastoral Team		3,4 5, 6
Individual Finance Support (clubs/trips/uniforms/sports/arts)	EEF Toolkit – Various strategies, Financial barriers to engagement removed through case by case response to need relating to uniform, equipment, trips and other specific needs.	5, 6
Technology Support		5, 6
Hardship support page on the website		5, 6

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

Budgeted cost: £ 10,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
External Support Organisations: THRIVE programme and PSHE to raise aspirations and to support social development		3,4,5
External Services: Bespoke external support including counselling, Educational psychologist, Nurse etc.		4
Raising Aspirations and Careers Support		4

Total budgeted cost: £ 113,410

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 2021 to 2022 academic year.

*Published data for the attainment and progress of disadvantaged students by the DfE in Summer Exams of 2022 is incorrect. Five students were omitted from the calculation. Using the DfE data, these students have an average P8 score of **+0.72** and so the omission of the positive impact of our work and the successes that these students had is frustrating.*

Additionally, there are four students who, for a variety of reasons, did not sit any examinations as they came onto the school role in KS4 through the Fair Access Protocol. Although the school took responsibility for their education and supported them through an alternative provision, none of them were able to satisfy the Progress 8 methodology in determining the degree of progress they had made. These four students have an average P8 of -3.99. Case studies for these students are available on request.

*Using the DfE published data to include the five students omitted alongside the 16 other students that we had an opportunity to have an impact upon, the Disadvantaged P8 figure should be **-0.497**, with 9 of the 21 students making positive progress. Again, case studies can be provided.*

We were delighted with the impact of our tutoring and mentoring programmes in Year 11, and were pleased with the progress and outcomes of student in English and Maths.

Analysis of the Attitude to learning statements in reports shows that, in all year groups, the average 'Progress' grade for disadvantaged students in between 'Good' and 'Outstanding'. Homework data is very positive, except in Year 11 and so homework and organisation needs to remain in the plan for the forthcoming year. The analysis also shows that there is an ongoing need to look at students' presentation skills.

Analysis of the end of Year Attainment indicates that there remain gaps in attainment in English and Maths in all year groups, although this is narrowing further down the school. The most affected year groups are years 10 and 11, indicating the impact of COVID as indicated by their attendance statistics.

Observations and Tracking have shown that parental engagement is increasingly positive and we have seen the highest percentage of parents of disadvantaged students attending parents evening.

Our pastoral care team continues to ensure that disadvantaged students are discussed regularly and that their individual pastoral challenges are prioritised through the core team meetings.

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
KS4 Tutoring Programme	K Perry tutoring
KS4 Tutoring Programme	Engage Education

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.