



Pupil Premium Strategy 2023/24

FEBRUARY 7 2023

SSPP

Authored by: Shaun Maye



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

Improving life chances for Pupil Premium students at SSPP

Our intent.

At SSPP we seek to ensure that every pupil has the best possible outcomes and life chances. We want to ensure that no matter the challenges faced by a pupil we are able to provide them the support, education and experiences that will allow them to achieve their full potential.

Our first focus must be the Quality First Teaching that all pupils are entitled to expect at a school like ours. We know that high quality teaching has the greatest impact on closing the attainment gap and that is at the heart of everything that we do.

Improving teaching quality and focusing on recruitment and retention of the best teachers enables us to ensure that high quality teaching is integral to our provision and plan. Our clear focus is on closing the attainment gap, and working towards achieving no gap in levels of engagement, effort and attendance.

As we rebuild and reengage following covid, it is important to recognize the different circumstances that our children have been through. It is our belief that through creating experiences and opportunities for our pupils to develop their cultural capital and cultural experience, we can develop them as fully rounded individuals that are ready for the world.

“I have come that they may have life and have it to the full” - John 10:10

In the last few years and over the various lockdowns, our focus has been on the general support of Pupil Premium students in general. In the new year and moving forward, we will be focusing on a personalized approach that looks at the needs of the individual student and how we can support them. We will do this looking at our attendance, attainment and effort data but also by speaking to the pupils themselves and trying to understand the support they want and need. While we are well staffed in our pastoral team, we are also intending to employ a Pupil Premium Support Officer who will have responsibility for the day-to-day support of this group of pupils.

We recognize that there are a number of barriers faced by many pupils in this situation.

These include but are not limited to:

- Low aspirations
- Transport
- Attendance
- Access to clubs / extra-curricular activities
- Access to trips and activities
- Access to technology to assist with work
- Access to additional reading
- Spaces at home / places to study
- Home attitudes towards school / education
- Low attendance at parent evenings
- Deprivation

The SSPP Pupil Premium Pledge.

As a starting point, we as a school pledge to provide support in the follow areas:

Equipment and Uniform	Academic Intervention	Attendance
Trips and Experiences.	Raising Aspirations	Extra-Curricular Enrichment and Sport.

Equipment and Uniform:

All students are provided with basic equipment that they will require for the school day. This includes pencil case, pens, pencils etc. Students are also provided with vouchers which will allow them to get their uniform from the school provider, including PE kit. Students studying subjects such as Art, DT, Food, PE and Performing Arts are provided with the additional equipment, materials or ingredients.

Trips and Experiences:

Any curriculum supporting trip will be fully funded. That may be a museum visit, the geography field trip or a theatre trip.

Other trips that are not linked to the curriculum will be part funded. The shortfall would need to be paid by the family.

Transport:

Transport costs will be funded / part funded when required.

Raising Aspirations:

Visits to local universities – Aim High, subject days

Access to visiting speakers partly funded by the Pupil Premium.

Additional career guidance

Academic intervention:

Student's progress will be monitored regularly by the PP officer alongside the SLT member responsible for Pupil Premium. Where required, targeted support will be sourced and put in place to support closing the gap between pupil premium students and other pupils. Pupils will also be given access to reading books to support reading skills.

Attendance:

Student's attendance will be monitored closely and where necessary support and intervention will be put in place to help improve attendance including punctuality.

Extra-Curricular Enrichment and Sport:

Where appropriate, the school will support for fees for outside sporting activities and club fees. This will be done on a case-by-case basis. We will also support pupils outside interests by providing access to magazine subscriptions linked to students' hobbies and interests.

The SSPP Challenges

Disadvantaged pupils often face increased challenges to success and life chances than their peers. We have identified the following challenges for our setting.

Challenge	The Challenge at SSPP
1	<p>Closing the attainment gap, in particular, in Math and English</p> <p><i>We know that on average, pupils eligible for DPP are below national average on entry to Year 7 and can remain there during their school journey. We also know from our key stage 3 data that DPP pupils generally have a reading deficit (in particular comprehension) when compared with their peers. This has a huge impact across the curriculum.</i></p>
2	<p>Experiences. Providing pupils with as much opportunity as possible to develop cultural capital through experiences that they may not necessarily otherwise get.</p> <p><i>In our setting, DPP pupils are less likely to play musical instruments, or take part in other artistic and cultural activities as compared to their peers particularly outside of school. Covid 19 has further reduced this for many pupils and the current cost of living crisis is also having a significant impact on pupils ability to access rich and meaningful opportunities to experience culture.</i></p>
3	<p>Pastoral Support. We are increasingly required to support pupils with their social, mental and physical wellbeing as a result of an increased strain placed upon available local services.</p> <p><i>DPP pupils are increasingly presenting as experiencing issues around social emotional and mental health. This issues which include but are not limited to anxiety, low self-esteem, depression or low mood require support and intervention on an increasing basis. We are still finding pupils who have not readjusted to life following the Covid 19 pandemic and the return to full time schooling.</i></p>
4	<p>Mentoring. Pupils in our academy often find organization difficult and struggle with skills that would support them both here and in making and maintaining positive relationships with staff.</p> <p><i>DPP pupils are over represented in negative incidents across the school, including detentions and FTE. It is also clear from observations that many DPP pupils, struggle with the skills required to access more challenging tasks. This may be on a meta cognitive level, or from a preparatory stand point.</i></p>

5	<p>Creating a culture of aspiration and ambition – especially at post 16.</p> <p><i>For some of our DPP pupils, there are issues surrounding long term aspirations and an awareness of future opportunities that may well be available to them. This has been evidenced previously by student voice and initial uptake of work experience destinations.</i></p>
6	<p>Resources for learning. Some of our DPP pupils lack the resources at home that allow them to access their learning and this prevents them from having positive experiences in school.</p>

Our intended outcomes

The below table explains the outcomes we would like to see at the end of the next strategy review:

<i>Intended Outcome</i>	<i>Success Criteria</i>
That all pupils make expected or better than expected progress comparable to their peers.	Comparable Progress 8 and attainment 8 scores.
That all pupils make expected or better than expected progress in Math and English comparable to their peers.	An increased number of grade 5-6 in English and Math.
That pupils are able to access the school day successfully with support and intervention from key staff. Including support with transition and equipment.	Pupil premium pupils are not significantly responsible for a disproportionate amount of behavior incidents in school as compared to their peers. They are also achieving comparable levels of positive points with their peers.
That pupils are able to access a variety of cultural experiences that support cultural development.	Increased numbers of pupil premium pupils accessing support for a wide range of trips and extracurricular activities.
That pupils are aspirational for themselves at all levels with support from key staff.	Evidenced by destinations of leavers at both KS4 and KS5

Proposed Activity in Next Academic Year:

The below tables contain the proposed activity for the upcoming academic year.

ACADEMIC STRATEGIES INCLUDING TARGETTED INTERVENTION AND READING.

Activity	Evidence	Challenge
Provision of revision resources for all subjects at KS4, for all PP students. (Start of Year 10)	All KS4 Pupil Premium students are provided with revision resources for each subject plus a discussion with PPSO about how to use these, including assistance with developing a revision timetable and utilizing online revision websites.	1
One to One intervention in Core Subject Areas.	Underachieving PP pupils in KS4 will have access to an external tutor to raise attainment in English and Mathematics.	1,4
Mentoring Meetings.	The PPSO will ensure PP pupils will receive mentoring meetings partly focused on academic achievement. This includes meetings to support exam revision and support they may require in lessons.	1,3,4
Post 16 Pathway Support.	A portion of PP funding will be used to ensure all PP pupils will receive careers guidance and advice to encourage them to continue in education or training Post 16.	2,6

MENTORING AND STRATEGIES RELATED TO ATTENDANCE, BEHAVIOR AND WELLBEING.

Activity	Evidence	Challenge
Individual mentoring sessions for PP students, after each progress check – across all Year groups	<p>Every PP student will have at least 3 mentoring sessions across the year – these sessions are to review progress made and assess targets for the coming months.</p> <p>This is also an opportunity to review attendance and behavior issues.</p> <p>It is a valuable opportunity for 1:1 discussion and ensuring that students are engaging with their education as fully as possible.</p>	1,3,4
Focus on improving attendance and effort for PP students	A proportion of PP funding is used to fund a specific attendance, safeguarding and well-being checks for PP students. Data is reviewed regularly and informs targeted mentoring sessions with the aim to enhance and support engagement and behavior across the school	1,3,4
Providing additional mental health support to PP students	A proportion of PP funding where appropriate to support the increased demand on mental health services for PP pupils with our current providers.	1,3
Developing cultural capital within school	Focus on opportunities to enrich the experience of PP students.	1,2,5

	<p>PP students to have 25% of all places on school trips – these are not to be on a first come first served basis – Mrs Sampson will manage this process.</p> <p>Gym memberships as part of the PP package – for those students who are taking GCSE PE.</p> <p>Magazine subscriptions for PP students – developing literacy skills.</p> <p>Music lessons 50% cost for KS3 and 100% for KS4.</p> <p>Enhancing availability of musical instruments for practice at home.</p> <p>Subject specific opportunities across the school.</p> <p>Use of outside providers to run music intervention.</p>	
<p>Increase uptake of PP students at extra-curricular activities</p>	<p>Keep a record of students attending extra-curricular activities</p> <p>Mentoring sessions to include a focus on extracurricular activities</p> <p>Actively encourage departments to think about the proportion of PP students attending extra-curricular activities and to look at targeting students.</p> <p>Access to wider cultural capital enhancing initiatives such as supporting the Performing arts dept and the school musical.</p>	<p>1,2,5</p>

	<p>Enhancing opportunities for students to work in theatre groups to rehearse and perform.</p> <p>Support towards fees for outside theatre groups.</p>	
--	--	--

STRATEGIES RELATED TO RESOURCES AND ORGANISATION

Activity	Evidence Required	Challenge
Supporting pupils in being in correct uniform.	<p>All year 7 DPP pupils to be offered a voucher for the full cost of one set of school uniform.</p> <p>Where DPP pupils in other year groups require uniform, it will be supplied on a case-by-case basis managed by the PP Support Officer.</p> <p>Pupils having access to uniform ensures fewer potential barriers to learning.</p>	1,3,6
Supporting pupil in having the correct equipment.	<p>All year 7 DPP pupils to be provided with a full pencil case of equipment including calculator.</p> <p>Where DPP pupils in other year groups require equipment, to be managed on a case-by-case basis by the PPSO.</p>	1,3,6
Supporting pupils with specialist equipment in subject areas where appropriate.	Provide DPP pupils with any equipment needed to access specialist subjects/options subjects. E.g. Art materials.	1,3,5,6

Signed:.....

Dated:.....

Signed:.....

Dated:.....