

Pupil premium strategy statement

This report outlines our Pupil Premium strategy from 2022 to 2025, 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. Edward's College
Number of pupils in school	865 in Y7-11
Proportion (%) of pupil premium eligible pupils	18.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023 – interim review with Governors
Statement authorised by	Stephen Morris, Principal
Pupil premium lead	Sean McGovern, Head of MFL Faculty
Governor / Trustee lead	Mr Keith Aldridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119185 + £30000 (LAC)
Recovery premium funding allocation this academic year	£14898
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	£ NA

Part A: Pupil premium strategy plan

Statement of intent

At St Edward's, we aim to make a positive difference to each disadvantaged pupil and our intention is that all pupils, irrespective of their background or the challenges that they face, have outcomes and experiences which are as good as the pupil population as a whole. We have high expectations for all disadvantaged pupils with the aim of this cohort achieving high attainment across the curriculum and good progress.

The focus of our pupil premium strategy is to support disadvantaged pupils to have the same high aspirations and expectations of their school experience from Year 7 to examination years. We will consider the challenges faced by disadvantaged pupils.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Through a clear strategy in terms of the quality of education, our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our classroom strategies help students excel by ensuring engagement and challenge from the start of the lesson, regularly checking progress and misconceptions throughout the lesson and early intervention. We have adopted a whole school approach in which all staff take responsibility for pupils' outcomes and raise aspiration.

Our approach will be responsive to common challenges and individual needs, always responding to data such as trends in attainment, behaviour and attendance. Our intention is that St Edward's is a safe, inclusive and happy environment for disadvantaged pupils, leading them to want to be in school and participate in the wider aspects of school life such as extra-curricular. We aim to support all students' access to an ambitious curriculum, whether this is academically or pastorally.

Challenges

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

Challenge number	Detail of challenge															
1	<p>Academic engagement of disadvantaged cohort:</p> <p>The attainment and progress data shows there is a gap in all subjects across the school between the PP and non-PP cohorts, currently sitting at 0.69 in terms of whole school progress, with a more obvious gap in boys' progress levels.</p>															
2	<p>Attendance</p> <p>Attendance data shows that the disadvantaged cohort's average attendance last year was 6% lower than the whole school attendance figure (86% vs 92%).</p> <p>Addressing pastoral and medical issues as a barrier to school achievement and attendance will be a focus over the course of the strategy.</p>															
3	<p>Reading :</p> <p>Data indicates that disadvantaged pupils have lower reading scores. This impacts their progress in all subjects. Red / amber / watch reading intervention lists show higher proportions of PP student.</p> <p>Comparisons:</p> <table border="1"> <thead> <tr> <th></th> <th>Red</th> <th>Amber</th> <th>On Watch</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>2%</td> <td>27%</td> <td>22%</td> <td>49%</td> </tr> <tr> <td>PP</td> <td>5%</td> <td>37%</td> <td>18%</td> <td>40%</td> </tr> </tbody> </table>		Red	Amber	On Watch	Green	Whole School	2%	27%	22%	49%	PP	5%	37%	18%	40%
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4	<p>Participation in school life :</p> <p>Disadvantaged students don't always access extra-curricular opportunities available to them. Whether this be sports, music or subject clubs, we want all our students to 'join in' in line with our key values and for all PP students to participate in the wider life of the school. Current data shows 78% of the PP cohort access the extra-curricular provision.</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>For the attainment among disadvantaged pupils to equal the attainment scores of the non-disadvantaged cohort across the curriculum at the end of KS4, all of whom we have high aspirations.</p>	<p>By the end of our three year plan, we will at least maintain our number of disadvantaged pupils being enter the English Baccalaureate (EBacc).</p> <p>2025/26 KS4 outcomes will demonstrate that disadvantaged pupils achieve in line with the whole school population and reduce the progress gap each year and to be reviewed following exam data.</p> <p>Disadvantaged pupils will have support, both academically and pastorally, to help them engage better in their learning.</p> <p>To continue data tracking in KS3 to support the</p>

	<p>progress of pupils in KS4 through triage lists and process.</p> <p>Staff to experiment and reflect on their teaching using our in-school CPD programme to enhance outcomes of all pupils, including PP. Our intention would be for the gap to gradually reduce from 0.69 to 0.4, to 0.2, to no attainment gap.</p>
For the attendance across KS3 and KS4 to be equal for the disadvantaged and non-disadvantaged cohort.	<p>Sustained high attendance by 2025/26 demonstrated by the absence rate for the disadvantaged cohort being in line with whole school attendance figures, and ultimately 95% or more as standard for all pupils.</p> <p>Strategy to focus in on PA pupils and tracking of these pupils with a more challenging process. The attendance strategy will be communicated with parents. When students are below 90%, an attendance review will take place and the intervention will involve home visits and parental meetings. Data will be shared with forms in assemblies and will feature in the house competitions. The home visits will take place for the most serious of PA cases.</p>
Improved reading and literacy scores	<p>Reading comprehension tests will demonstrate improvement in reading speed and comprehension among disadvantaged pupils and reduce the gap between the scores of disadvantaged pupils and their non-disadvantaged peers. Reading will be assessed and monitored through the literacy and reading support. Teachers should also have recognised this improvement through engagement in lessons. This improvement will be seen through exam results and progress scores.</p> <p>Experiment with intensive reading programmes.</p> <p>The percentage of the PP red/amber/watch/green readers will be largely in line with the figures for the whole school population.</p>
Improved engagement in the extra-curricular provision, including D of E, music, sports and trips	<p>We will aim to see all our disadvantaged pupils engage with extra-curricular, developing important soft skills such as team work, communication and personal leadership. Supported by staff (form tutor, Heads of Year, pastoral manager), PP pupils will be actively encouraged and targeted for extra-curricular opportunities. Financial support will be appropriately provided for access to these opportunities. From 78%, we would like to see this steadily increase until we reach 100%.</p>

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: £ 74,090

Activity Evidence that supports this approach	Challenge number(s) addressed
Focus on closing the gap, particularly on boys' education with this being a whole school priority and Good Practice Group led by Assistant Headteacher. CPD focus on T&L, including the Magenta Principles for challenge. The Magenta Principles™ - Mike Hughes ETS (mikehughes-ets.co.uk)	1
PP classroom strategies reviewed by PP Lead / Good Practice Group to improve classroom engagement. This process is now a part of our lesson observation form, and therefore Quality Assurance process.	1
Mid-term reviews of pupil progress on the triage list, leading to targeted intervention and raising the visibility of these pupils. The aim is for students to receive timely and effective intervention to allow them to excel in their studies with guided teacher support.	1
Constant review of quality in educations (3 Is – intent, implementation, impact) to ensure the curriculum is ambitious for all pupils, including disadvantaged cohort. All subject leads and departments are a part of this process.	1
KS3 focus on tracking and curriculum to continue. Quality of assessment and intervention will be a priority, recall embedded into curriculum and gaps in learning addressed. PP to remain a focus in the QA process, including lesson observations, work scrutiny and pupil voice.	1
Counselling and mentoring offered from a range of staff (school counsellor, pastoral manager, family support worker, Heads of Houses) to ensure students are 'classroom ready' and have an outlet for support in terms of trauma and mental health. This approach is also used for PA pupils.	1, 2

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

Budgeted cost: £ 27,497

Activity Evidence that supports this approach	Challenge number(s) addressed
Tutoring for PP students in KS4 from a wide range of subjects based on individual intervention following assessment points.	1
Following the whole school reading strategy, where PP pupils are targeted to improve their reading following the programme with Helen Robinson. The Bedrock programme as a reading programme for targeted groups.	3
Reading features as an important part of form time to keep reading high profile and to ensure students value reading.	3
Careers guidance offered through Careers North, prioritising disadvantaged cohort. Career enhancing opportunities with mornings with visits from professionals from various sectors.	1, 4
Equity in access to trips and events which have educational value.	1, 4

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

Budgeted cost: £17474

Activity Evidence that supports this approach	Challenge number(s) addressed
Dedicated attendance team to continue with attendance strategy : early response, absence report for all year groups, weekly attendance figures triage list, and breakdown of PP with those PA/nearly PA highlighted.	2
Music lessons with peri teachers for PP students who show promise in voice and instruments.	1, 4
Extra-curricular encouraged and supported through sport and D of E, including kit and travel.	1, 4
Support with uniform, both school and sports kit. Support with equipment, study guides and books.	1, 4

Total budgeted cost: £ 119,061

LAC projection : £30,000 (potential funds)

Support with trips and personalised approach to enhance learning outcomes. Examples are tutoring in specific subjects, reading support, trips linking to educational outcomes. This can't be necessarily planned for, but when opportunities arise, we apply to the Virtual School for this ring-fenced funding.

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.

GCSE 2021 to 2022

We are pleased with the outcomes of our PP cohort given the relatively small difference between their progress and the progress of non PP students, and the picture of those students educated at St Edward's is even more positive. We believe all pupils should play a full role in the life of the school and we have high expectations for all. Whilst we recognise the progress gap made by PP pupils from 2019 to 2022 has increased (though the overall attainment picture was positive), it remains at less than a 1 grade difference. The gap reduces significantly for the pupils who were educated on-site at St Edward's.

Data shows within the archdiocese that we are performing well compared to the group of schools in many areas, but for progress, this is a weakness.

Comparison with 35 Archdiocesan secondary schools (Nov 2022) re Y11 cohort 2022;

Headline Measure	St Edward's all pupils	PP	SEND
Progress 8	4 th	9 th	7 th
Attainment 8	5 th	1 st	1 st
Basics – standard (% 4+ in En&Ma)	4 th	1 st	5 th
Basics – strong (% 5+ in En&Ma)	5 th	1 st	4 th
% entered for the EBacc	3 rd	-	-
EBacc APS	4 th	1 st	1 st

Delving into the data, it is important to look at gender as a consideration factor.

PP boys underperformed significantly compared to PP Girls in the following subjects : Art, Drama, English, English Literature, Geography, PE, RE and Spanish. A whole school priority is the progress of boys.

The remaining subjects of Computing, Maths and Science still show an underperformance but the gap between boys and girls is not as significant.

The triage lists meant we knew who our underperforming cohort was, as there were intervention lists in all years.

Steps moving forward :

-Continue triaging the PP cohort on a termly basis with Faculty time dedicated for a mid-term review.

-To work with Heads of Year for effective use of pastoral mentor for regular pastoral and academic intervention and support.

Attendance is an issue that must be addressed, with a more challenging process. We must continue to promote the importance of good attendance through form time and assemblies, and look at further measures we can take to engage with this cohort of PA pupils.

There are so many ways to enjoy school at St Edward's through extra-curricular clubs, so we want to target our PP cohort in recommending them to engage with music, sports, D of E or academic support clubs.

PP Summary 2022/2023

GCSE

	No.	Average points	Average total attainment 8	Collaboration Data	Exams v Data Collab. Diff.
Non PP pupils	138	5.22	52.17	49.85	2.32
PP	28	3.91	39.11	38.35	0.76

Average total P8	2019	2022	2022 (inc AEP)	2023
Non PP	0.15	0.37	0.34	-0.14
PP	-0.18	-0.11	-0.62	-0.56
Gap	0.33	0.48	0.96	0.42

Whilst we are not overall pleased with the outcomes of our entire Y11 cohort, compared to last year, the gap between the non-PP and PP cohort has reduced from -0.96 to -0.42. We believe all pupils should play a full role in the life of the school and we have high expectations for all. The progress gap is now less than a half a grade difference.

Delving into the data, it is important to look at gender as a consideration factor. PP Boys underperformed significantly compared to PP Girls in multiple subjects.

The remaining subjects of Computing, Maths and Science still show an underperformance but the gap between boys and girls is not as significant.

The work in targeting our PP cohort through triage lists is highlighting these students to the classroom teachers as a key target group.

Steps moving forward :

- Continue triaging the PP cohort on a termly basis with Faculty time dedicated for a mid-term review.
- To work with HOHs for effective use of pastoral mentor for regular academic intervention.
- To implement a system of Sixth Form subject mentors for the underperforming Y11 cohort.

PP and PP+ students benefited from financial assistance in accessing Duke of Edinburgh in particular. In addition, the PP cohort benefited from the intervention clubs with 80% of the Y11 cohort attending at least two of the revision sessions in the lead up to the exams.

Attendance remains an issue that must be addressed, with a more challenging process. We must continue to promote the importance of good attendance through form time and assemblies, and look at further measures we can take to engage with this cohort of PA pupils. There were two students who were PA having a detrimental affect to the PP attendance data.

Reading improved last year based on work with Literacy team, but extended periods of time out of school (summer holidays) widened the gap from the last assessment point in summer to September re-testing. We aim to promote a love of reading this year and provide very focused intervention for all PP targeted readers.