

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 RC College
Number of pupils in school	1,340
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Denise Ritchie, Rosanna Hume
Governor lead	Emma Shaughnessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,543
Recovery premium funding allocation this academic year	£42,993
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£46,369.35
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	£317,536

Part A: Pupil premium strategy plan

Statement of intent

In alignment with our whole school ethos of ***faith, learning and support***, we uphold our high expectations for all pupils, regardless of their socio-economic background. As part of a caring Catholic community, we nurture and develop our pupils and strive for the best in all aspects of school life - we embrace our school motto of “getting better never stops” in a drive for continual learning and improvement to support our school community. We understand the additional challenges our disadvantaged pupils face, exacerbated by the pandemic, and through our thorough and robust analysis, treat each child as an individual to identify and target support where it is most needed. We are driven by pupil need, not labels.

Our strategy sits alongside our School Development Plan with key foci for our more vulnerable students centered around improving literacy, stretch and challenge for our higher attaining pupils and supporting our community recover from the pandemic. We understand that the language gap is the attainment gap and as such, literacy is a key focus not just this year but as part of our long-term strategic goals.

We want to remove any barriers to the school day for our most vulnerable pupils, ensuring they can access a broad and balanced curriculum, top quality levels of pastoral care and achieve in line with their non-PP peers. We will do this through an evidence informed Teaching and Learning strategy, targeted academic support and wider support to help our whole school community, as detailed below.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low literacy levels on entry to the school</p> <p><u>Reading age:</u> Year 7 2021 = PP 11.37 years, non PP = 12.3 years Year 8 2021 (tested summer 2021) = PP 11.5 years, non PP = 12.8 years</p> <p><u>Writing age:</u> Year 7 2021 = PP 10.9 years, non PP 11.5 years</p>
2	<p>Poor attitudes towards attainment from some students and poor parental engagement from some parents</p> <p>For example, year 11 parents evening in October 2021: Whole school: 70.2 %</p> <p>PP pupil parents: 47.5%</p>
3	<p>Poor attendance amongst some students (particularly older students)</p> <p><u>2020-2021 academic year</u> Year 7 gap - 1% Year 8 gap - 2% Year 9 gap - 6.6% Year 10 gap - 5.3% Year 11 gap - 3.61%</p> <p><u>2021-2022 academic year, HT 1:</u> Year 7 gap - 0.02% Year 8 gap - 0.03% Year 9 gap - 3% Year 10 gap - 8.1% Year 11 gap - 11.9%</p>
4	<p>Additional barriers caused by the pandemic. Entrenched disengagement due to remote learning during the pandemic.</p> <p>Wider challenges such as food provision, hygiene provision, access to tech and learning resources</p> <p>43% of PP students requested food parcels from school. 23% of PP students provided with a laptop during lockdowns last year</p>

5	<p>Poor mental health, exacerbated by the pandemic, lockdowns and periods of remote learning.</p> <p>For example, 36% of year 11 students reported low self-worth in a school survey and only 29% of year 11 look forward to going to school.</p>
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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
Closing of the gap in literacy levels of those pupils entering Y8 with a low reading age (Challenge 1)	<ul style="list-style-type: none"> - Improved scores in reading tests, - Improved scores in Literacy Online test, - Expected and beyond expected progress in English Key Tasks, - Progress evidenced through work scrutiny and pupil voice in our monitoring e.g. 4 lens
Improved aspirations and parental engagement (Challenge 2)	<ul style="list-style-type: none"> - Improved pupil attendance at extracurricular clubs - Parental attendance at parents evenings in line with non-PP parents - Launch of aspirations programme. - Launch of online family learning sessions, including literacy and numeracy.
Improved attendance (Challenge 3)	<ul style="list-style-type: none"> - PP attendance to be in line with whole-school attendance. Aim for 100% attendance for all pupils, regardless of background. - For all pupils to be able to access all aspects of the school day. For socio-economic background not to limit opportunities for our pupils to engage in learning and wider school life

Improved attitudes towards attainment and subsequently improved attainment (Challenge 2)	<ul style="list-style-type: none"> - Improved performance in assessments and progress in line with non-PP peers - Active engagement and response to feedback
Closing of the gap between PP and non PP pupils (Challenges 1-5)	<ul style="list-style-type: none"> - Performance in assessments throughout the school year and summative, external examinations in line with non-PP peers
For any barriers to effective participation in the school day to be removed - both learning and attendance (Challenge 4)	<ul style="list-style-type: none"> - Increased pupil participation in events and school activities
Increased independence via homework completion (Challenge 2 and 4)	<ul style="list-style-type: none"> - Reduced number of sanctions for lack of homework.
To improve pupil mental health and wellbeing (Challenge 5)	<ul style="list-style-type: none"> - Improvement in results from the MSLSS survey from the start of the year. - Pupil voice - HoH reports - Reduction in CPOMs incidents

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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain high quality staff to ensure	We are participating in a collaborative enquiry project through	1

<p>quality first teaching for all pupils</p>	<p>Evidence Based Education using their Great Teaching Toolkit to upskill our staff in quality first teaching principles</p>	
<p>Support staff to develop effective, research-informed teaching practices with a particular focus on literacy strategy</p>	<p>Implementation and embedding of the Golden 5 literacy strategies selected from The Writing Revolution and applied to the context of our school and our pupils needs</p> <p>Part of the No More Marking comparative judgement programme to help identify and support year 7 and 8 pupils who need extra literacy intervention</p> <p>All staff to take part in a Collaborative Enquiry using the Great Teaching Toolkit by Evidence Based Education and several department's foci will be closing the PP gap</p> <p>Year 7 literacy strategies - targeted intervention with pupils at lunch with English teachers and A-level students</p>	<p>1</p>
<p>Development of school library, SEND space and reading club</p>	<p>Support literacy - phonics</p> <p>Support transition - maths mastery</p> <p>Support mental health - mentoring</p>	<p>1, 5</p>
<p>Ensure a smooth transition for year 7 pupils who have been adversely affected by the remote learning</p>	<p>Summer School</p>	<p>1, 2, 3, 4, 5</p>

period at the end of Primary and transition to Secondary and support year 8 pupils who have had a disjointed start to their secondary school life.	ONE bid with curriculum continuity in geography and history Maths mastery being threaded through the maths curriculum with a strong focus on it's use to support year 7	
Transition days in school before July, earlier in the school year. Some subject specific days and some more general.		1, 2, 3, 4, 5

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

Budgeted cost: £ 123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention and mentoring for KS4 pupils (Blue Support cohort, STEP)	As this EEF report suggests, we will ensure the mentoring programme has a clear structure and expectations, that our mentors are provided with a detailed mentoring booklet and that our pupils are provided with ongoing support once the programme ends to ensure the positive changes persist. Mentors will be experienced and specifically chosen and matched to their mentees. These processes should	1, 2, 4

	<p>ensure successful outcomes for our pupils.</p> <p>Through effective diagnostic assessment and targeted academic support we have followed the EEF guidance on implementing a small group intervention programme called STEP for our year 11 pupils.</p>	
Breakfast Clubs	<p>Small group literacy and numeracy intervention for a specifically targeted group of pupils, as suggested by the EEF.</p> <p>Free breakfast provided to support families who might need it most.</p>	1, 2, 3, 4, 5
Homework Clubs	<p>Open to KS3 and KS4 pupils - some pupils will attend voluntarily and others will be directed to attend by SLT or HOH. Support provided for those with SEND needs, tech provided for those who need to access work online.</p> <p>Tech audit completed in-school to identify area of need for pupils and pupils then directed to homework club or laptop provided where appropriate.</p>	1, 2, 3, 4
Registration time intervention	<p>Our literacy programme is supported by evidence on reading comprehension strategies from the EEF and from The Writing Revolution's work from which we have identified 5 Golden Strategies</p>	1, 2

	which will be implemented in subject lessons and also through a registration time programme (whole school) and targeted intervention for Year 7 pupils before school.	
National Tutoring Programme with providers such as The Brilliant Club and Equal Education	<p>1-1 support for our LAC and SEND pupils, as well as those identified by the pastoral team</p> <p>Small group tuition in groups of no more than 3.</p>	1, 2, 4
Raising academic aspirations programmes such as The Brilliant Club Scholar's Programme	Following the advice of the EEF for the intervention to have a strong academic component in order to aid progress	1, 2, 5
Literacy interventions	<p>Year 7 literacy strategies - targeted intervention with pupils at lunch with English teachers and A-level students</p> <p>Accelerated reader</p>	1, 2

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

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Study Club</p>	<p>Voluntary study club – snacks, laptop – build a sense of belonging. Link to Peps McCrea’s research on motivational drivers.</p>	<p>2, 3, 4, 5</p>
<p>Build on our work last year with Children North East’s Poverty Proofing the School Day programme to support pupils to remove barriers to learning caused by school closures; food provision, technology, hygiene and school resources</p>	<p>Continue to work with Children North East’s Poverty Proofing programme to make continuous improvements to make the school day accessible to all.</p> <p>Audit of technology and internet access for all students, to ensure accessibility of homework.</p>	<p>4</p>
<p>Rewards based strategy to motivate and encourage pupils in their learning.</p>	<p>Rewards for credits</p> <p>“Proud of our work” events</p> <p>Departmental postcards</p>	<p>2, 5</p>
<p>School trips subsidised to support our PP families in accessing these activities</p>	<p>To help build culture capital and the wider experiences of PP pupils during their time at St. Wilfrid’s, as well as removing any barriers they may face to participating in something their non-PP classmates can participate in, we will offer a range of trips this school year which will be subsidised for PP students</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>2, 3, 4, 5</p>

CEAIG programme	Raising aspirations Year 9 with Sixth Form mentoring programme.	2, 4, 5
Mental Health support	https://educationhub.blog.gov.uk/2021/09/21/the-big-ask-survey-the-findings/ MSLSS survey data for cross section of school community Mental health/SEND area in school Mental Health Ambassadors in school. Sixth form students paired with KS3.	5
Extra curricular lunchtime clubs Active Lunch Science Sport Music French Physics DT club Drama	Evidence to support arts participation (+ 3 months) and physical activity (+ 1 month) In particular, for our more disadvantaged pupils “Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” EEF	2, 4
Subsidised/free music lessons	Arts participation , three months additional progress according to the EEF Toolkit.	2, 3, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Strategy Aims:

- 1) Achieve top quartile for progress made by disadvantaged pupils amongst similar schools
- 2) Close gap between PP and non-PP student progress
- 3) Achieve national average for attainment for all pupils
- 4) Close gap between PP and non-PP student attainment

Whole cohort SPI = 0.40

PP SPI = 0.06

Non-PP SPI = 0.5

- 5) Achieve average English and maths 5+ scores for similar schools
- 6) Attendance of PP students to be in line with that of non-PP students **Minimal difference in years 7 and 8 but the gap still exists higher up in the school.**
- 7) Ensure access to remote learning **Key worker bubble, laptops provided, internet provided, check-in calls to identify barriers to learning and support put in place**
- 8) Better national average EBacc entry for all pupils

Current Y11 59.5%

Current Y10 67.41%

National average 40%

Teaching Priorities

- 1) Recruit and retain high quality staff to ensure quality first teaching for all pupils

Additional appointments in the pastoral team will provide extra support as will a reduction in their teaching hours.

3 LPs appointed, but 6 lost to other roles/schools

6 SLEs appointed

- 2) Support staff to develop effective, research-informed teaching practices for blended learning

- Trust wide teach meet focused on blended learning.

- Whole school CPD on Google Classroom training: whole staff, voluntary, recorded CPD, new staff induction and one-to-ones

- External CPD provided by Kings Warrington on blended learning

- ECT training and Vol T&L focused on blended learning strategies.

- 3) Ensure a smooth transition for year 7 pupils who have been adversely affected by the remote learning period at the end of Primary and transition to Secondary.

Disruption continued during the 2020-2021 academic year but mitigating measures were put in place for the 2021 cohort such as our Summer School.

ONE project

Work of Director of English and Maths

Virtual transition

Targeted academic support:

- 1) Small group intervention and mentoring for KS4 & KS5 pupils (P5 programme and STEP)
- 2) Registration time Year 7 literacy and numeracy intervention

Review of Intervention Programmes:

<https://docs.google.com/document/d/1K0eWSK6d5KX2TRCmwaC4E4UgenyNOCJIKzeObRz-6pQ/edit>

Wider strategies:

- 1) Engage with Children North East's Poverty Proofing the School Day programme to support pupils to remove barriers to learning caused by school closures; food provision, technology, hygiene and school resources

Some measures successful but hard to sustain. Funding from Magic Breakfast no longer available. Canny Clean hygiene bank maintained, technology provided, KOs continue to provide support for pupils, food parcels send to families for the holidays

- 2) Rewards based strategy to motivate and encourage pupils in their learning
- 3) Strategy to engage parents in the remote learning of their children
- 4) Engaging pupils on the return to school post-lockdown who are underachieving

Review of Intervention Programmes:

<https://docs.google.com/document/d/1K0eWSK6d5KX2TRCmwaC4E4UgenyNOCJIKzeObRz-6pQ/edit>

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
The Brilliant Club - The Scholars Programme and Maths Circle and Biology tutoring	The Brilliant Club
The National Tutoring Programme	Sunderland University

Further information (optional)

Our PP strategy employs a learning led approach, not a label led approach, ensuring we use robust data to target pupils who need the support most. Our 5 key challenges tie in to our whole-school development plan and we plan to use the EEF implementation guide to support in discussions on how to strategically explore and identify challenges and allow us to build in regular opportunities to evaluate the impact of the strategies we have chosen to support our aims, allowing us to have responsive “exit ramps” to pause, amend or stop initiatives if we believe our actions are not having an impact.

We are aware of pupils who face multiple hurdles of disadvantage (such as FSM, SEND etc) and our needs-driven approach allows us to target the most effective support for those pupils based on needs, rather than labels.

Our school has an evolving cohort with increased diversity in younger years in particular due to changes in schools in the local area. We have a larger intake than ever before. The school is undergoing a building extension to cater for growing pupil numbers and we have ambitious targets for increased pupil numbers at Key Stage 5 too. All of this supports the need to “get things right” this academic year to allow us to extend the impact and sustain the covid bounceback strategies we have in place to ensure all pupils, from all backgrounds are able to succeed in school life at St. Wilfrid’s.

Costings (2020-2021)

Strategy	Cost
Intervention groups	15,763.89
NTP	580.00 1,436.48 466.56
Access to NTP – purchase of headsets	910.00
Planning for pupil progress and forensic analysis of impact of interventions	7,154.94
Brilliant club – scholars programme and tutoring	5,720.00
Careers provision	1,360.00
QFT, Leadership of CPD, Leadership of PP.	72,975.10

Literacy and numeracy coordinators	6,977.00
Reading groups	11,144.00
Revision planners	886.97
School counsellor & access to external provision	14,820.00
School Chaplain	7887.00
Social skills group	9,760.47
Enrichment activities	1,800.00
Postcards and rewards	1,246.46
Parental engagement	4,793,77
Attendance officer and monitoring	33,615.58 1755.00
Canny clean strategy – provision of resources for disadvantaged students at home – including hygiene products, food parcels (above and beyond FSM vouchers) and stationery packs.	1917.43
Provision of paper resources for students without access to IT devices & dongles for those without access to the internet	3740.00
Grand total	206,710.65
Total allocation	253,080.00