

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Richard's Catholic College
Number of pupils in school	1041
Proportion (%) of pupil premium eligible pupils	14% (pupils) Oct 2023
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023 Interim Review January '24
Date on which it will be reviewed	End of year - July 2024
Statement authorised by	Doreen Cronin (Principal)
Pupil premium lead	Peter Tadros
Governor / Trustee lead	Glenn Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173175
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£40056
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	£218596

Part A: Pupil Premium strategy plan:Statement of intent

We believe that every child, regardless of starting points, background or ability, should have the opportunity to live life to the full and use their gifts and talents for the common good and to enable them to participate fully in society. Social and cultural capital is an entitlement for everyone.

We aim to achieve this by:

- All teaching and support staff know who the Pupil Premium pupils are.
- They will know their entry level ability, current progress and key needs.
- In line with all pupils in the college, Pupil Premium pupils will have progression set to reflect all data on the pupils (our own tests, Cognitive Ability Tests (CATs) and profiles from the transition programme) so we can close any gaps already in place.
- St Richard's has a no excuse policy with regard to progress and attainment so that all staff expect Pupil Premium pupils to make at least as much progress as other pupils in the school. We analyse any barriers to learning and act to mitigate them.
- High quality teaching will form the backbone of support and our extensive programme of CPD and monitoring will ensure staff deliver on this front.
- Additional support in literacy and maths for Pupil Premium pupils is another vehicle for closing the gap.
- 1-to-1 and small group tuition will take place where it is most effective - intensive support is available to pupils in KS4.
- Where appropriate, the curriculum may be adapted to help Pupil Premium pupils.
- Pastoral support within school as well as external agencies will help strengthen links with home.
- Pastoral Leaders check attendance of Pupil Premium pupils and contact home to offer support as required. Help will be given to improve the attendance of identified Pupil Premium pupils.
- Prep Club and Prep Club Plus will support Pupil Premium pupils with homework.
- A room is in use at lunchtime with a Teaching Assistant in support to further help.
- Help given to ensure Pupil Premium pupils access curriculum trips and other extracurricular activities and clubs.
- Pastoral care of Pupil Premium pupils will be a priority and involve many support programmes and agencies.
- Use will be made of pastoral support such as the Pastoral Manager, Counsellors and/or a Pastoral TA for pastoral interventions.
 - Academic tutoring and interventions are available to provide extra support where needed

Our key principles of the strategy plan

To provide outstanding teaching and learning which embeds strategies that close the gap and facilitate pupil progress.

To track progress and monitor progress of our Pupil Premium pupils against national data.

To strengthen teaching and learning strategies that maximise numbers of 4+, 5+ and 7+ grades achieved.

Challenges

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

Challenge number	Detail of challenge
1	A considerable number of disadvantaged pupils have lower entry levels of numeracy and literacy on entry to school.
2	Attendance can be poorer with higher levels of persistent absence amongst this cohort.
3	Parents can sometimes feel that there are barriers to them supporting the school.
4	Pupils and families have identified social and emotional issues such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Quality first teaching supported by regular research-focussed professional development with wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently	<p>Learning observations and walks demonstrate teaching is consistently good/outstanding.</p> <p>Staff know pupils and are addressing gaps in pupil knowledge through intervention.</p> <p>Pupil progress is monitored as part of assessment programmes with individual teachers, PP champions, PP mentors, and pastoral leads aware of concerns.</p> <p>Regular CPD for staff - weekly and termly developments are embedded.</p>
Strategic targeted use of wave 2 subject specific intervention	<p>At KS4, small group wave 2 subject intervention programme operates across the academic year.</p> <p>Impact measurable by staff and pupils through assessments, questionnaires etc.</p> <p>Pupils provided with one to one support as identified when small group intervention does not make an impact.</p>
Improving literacy and numeracy skills in Y7/8 where gaps may have been identified .	<p>Literacy and numeracy programme delivered by staff to small group</p> <p>Regular testing to check progress</p>

Raise attendance and reduce persistent absence for disadvantaged pupils	Attendance improves for identified pupils as well as a reduction in number and amount of persistent absence. Form tutors tracking attendance and holding conversations with pupils about attendance to reduce need for further action.
Raise the number of opportunities for pupils who need alternative curriculum provision	Pupils are given support to access a more vocational curriculum at alternative settings e.g. Plumpton, The WorkPlace. Provision meets pupils' needs and supports their progression.
Use of small group and 1:1 tuition by staff and professional tutors to target individuals that require extra support particularly in Maths and English	Pupils with reduced timetables succeed in Maths and English at least at grade 4.

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: £91596 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching supported by regular research-focused professional development with wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently	Recruitment and retention of high-quality teaching staff including specialist staff in all subjects is shown by the EEF as being the most important lever to help pupils improve outcomes https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,4
Developing metacognitive, self-regulation skills as well as oracy and feedback in all pupils. This will involve ongoing CPD across the year.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1,4

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

Budgeted cost: £60,000 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic targeted use of wave 2 subject specific intervention	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,4
Improving literacy and numeracy skills in Y7/8 where gaps may have been identified.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Programmes can then be implemented to support pupil progress:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>For example, with Literacy</p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,4

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

Budgeted cost: £67,000 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance and reduce persistent absence for disadvantaged pupils	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2, 3, 4
Providing Pastoral Support to meet social, emotional and mental health needs of pupils	<p>EIF's report on adolescent mental health found good evidence that CBT interventions as well as a range of other support can reduce symptoms of anxiety and depression and develop young people's social and emotional skills as well as supporting parents and carers:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	2, 3, 4

Total budgeted cost: £220,000 (approximate)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - Year 2

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching - Quality first teaching supported by regular research-focused professional development with wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently

Lesson observations and learning walks demonstrate that all lessons are at least good with many staff having a strong observation. We can see departments using recall and retrieval or spaced learning or higher order questioning as regular practice. Key staff are becoming more proactive in keeping up-to-date with their reading in pedagogy and this is enabling others within the department and beyond to develop their practices.

Developing metacognitive, self-regulation skills as well as oracy and feedback in all pupils. This will involve ongoing CPD across the year.

These have been the focus over the academic year with time in staff meetings, INSET and departmental time being driven at leading in these areas. For example, with oracy, staff have received CPD support in their staff meeting and Subject Leader meetings in the delivery of oracy. All staff have explored the importance and were reminded about the basic skills as identified by Voice21. All were given a bookmark with the key areas to focus upon with the requirement that every lesson should enable the following (and which has been seen as a result in learning walks):

1. Everybody's heard every lesson
2. Everybody makes eye contact and engages in talk positively
3. Everybody engages in active listening in lessons
4. Everybody speaks in full sentences, using an appropriate register
5. Everybody extends their answers

Weekly updates from staff in Thursday morning briefings have focused upon oracy with presentations from a range of subjects for example, demonstrating how to develop oracy techniques which enables learning/CPD led by peers. Departments have then driven this through their department meetings and this has been seen in departmental minutes and activities in lessons.

Targeted Academic Support - Strategic targeted use of wave 2 subject specific intervention This has been through a variety of routes:

Specific tutoring -

Maths tutoring has been provided by teachers - see information below.

Graduate Tutor (2022-2023) has provided small group intervention in numeracy and literacy for key pupils in Year 7 especially with programmes such as Numicon and Y1/2 White Rose Maths materials brought to deliver to pupils. The Graduate Tutor also read with pupils with low reading ages on a one to one basis.

Early morning intervention programme - specialist teachers provide intensive support to small groups of Y11 for 10-12 weeks. 89% of PP pupils received at least one programme of this support in Y11 (2 of 31 did not receive any support despite being invited).

All pupils - 80% have made at least one grade improvement in at least one EBACC subject

between the mock exams and actual GCSEs and 20% have stayed at grade. At this point, all subjects are showing improved results for almost all pupils with a final attainment 8 score of over 52 compared to 36 in the Mocks. The progress gap for pp is also the lowest on record at just over half a grade (national gap is well over 1 grade)

Of the PP pupils - 100% had remained at (note grade boundaries were raised compared to the previous GCSE exams to put them in line with 2019) or improved their grade. 68% of Pp pupils (24 in total) achieved BASICS at 4 allowing them access to Level 3 courses without the requirement to resit. A further 5 pupils achieved either Maths or English with only 3 PP pupils below grade 4 in both (one of whom has an EHCP for learning difficulties)

Sound training - aims to boost vocabulary and confidence with both spelling and reading, particularly tier 2 words. Last year, 132 pupils received sound training interventions. 10 of these were PP. Bearing in mind we start with those with the lowest reading ages, this is very promising in terms of Y7 PP reading levels generally.

Lexonik post-tests show vast improvements in reading ages - standardised scores - the average this year is an improvement of 12 months in 6 weeks but we will continue to look into how to see it evidenced in lessons.

Bedrock - Bedrock Vocabulary teaches Tier 2 vocabulary and grammar skills. Pupils **participating and number of PP pupils**

There are 91 PP pupils participating in Bedrock and they complete 3 lessons per week for homework. During their library lessons pupils with access to laptops are able to complete additional lessons.

Number of pupils 616 this year in KS3.

Impact of intervention - PP v non PP

Since the start of September 2023 the impact of use of the Bedrock programme is that on average PP pupils are making a 32% improvement based on pre and post test scores after completing a topic.

Possible impact that this has on pupil education at school

Pupils using Bedrock in school are taught explicitly the tier 2 vocabulary. The drip feed learning of vocabulary recaps and helps pupils to memorise vocabulary they have learned. Pupils can transfer vocabulary learned across subjects. Vocabulary taught is drip fed and repeated throughout blocks so pupils are continuously exposed to vocabulary they have learned before as well as new words.

Reading digital tests - Every year pupils in Year 7 are tested for their reading age. Results of PP v non PP to appear in the next review. Pupils are retested at the end of Year 7, 8 and 9 if they have a standardised score of 85 or below. Interventions such as Literacy Support and Reading for Fluency programmes are used as interventions to raise the reading age of pupils.

The pupil premium tracker which has been completed by all departments to review the outcomes of interventions has identified the following which have been provided for PP pupils this year:-

Interventions put in place for PP Pupils

- seated next to high attaining supportive peers
 - sat near the teacher for frequent redirection/clarification
 - increase in directed questioning towards this pupil in class
 - regular 'drop ins' by class teacher to check in on understanding of current topic
 - placed on behaviour/subject report
 - specific intervention to improve fluency in subject (e.g. times tables, written calculations)
 - tailored homework tasks / online interventions
 - use of EAL services to support understanding of subject specific vocabulary
 - timetabled extra literacy/numeracy lessons
 - TA directed to support pupil with...
 - regular contact home regarding the areas that the pupil could benefit from support
 - a focus on how the pupil settles during the first 5 mins of the lesson
 - provision of equipment/revision resources
 - invited to intervention session
 - book checked every lesson to ensure that the pupil has taken down the required notes
 - development areas regularly provided to pupil's tutor
 - strategic use of praise for motivation
 - part of a reduced size class to increase support available
- lunch club/games club
 - handwriting club
 - subsidised trips
 - revision techniques - metacognition
 - prioritising parents at parents evening
 - Emotional literacy support
 - praise and rewards
 - attendance at prep clubs
 - organisation of outside support
 - clear data analysis, responding to pupil's individual development areas in the subject
 - mentoring
 - reviewing and fulfilling the pupil's access arrangements

Departments are currently completing the review of which interventions have worked best for their departments and identification of practices to be developed or continued for this next academic year.

Wider Strategies - Raise attendance and reduce persistent absence for disadvantaged pupils

Attendance - data below shows the trends in absence. Whilst the PP attendance continues to be below that of non-PP, we continue to make progress - it is difficult to compare attendance over the last 2 years. However, PP attendance is on the rise and over the last two years it has increased from **91.95%** (2021/22) to **93.73%** 2022/23 an increase of 1.78%

Strategies used to improve attendance for PP pupils

Responses to absences on a daily basis from the Attendance Officer.

Inform parents that absences will be unauthorised after 3 separate absences (done via email).

Attendance letters sent out termly.

Weekly attendance sent to fForm Tutor to hand out house points for good attendance
 Termly certificates for good attendance
 Pastoral Leaders or Form Tutor to discuss low attendance with a pupil at an early stage and to discuss any absences on the pupil's return to school.

Activities of EWO for PP pupils (JAC/ED)

Pupil Voice to establish pupils feelings around school and friendships
 Attendance Matters worksheet - to demonstrate the importance of attendance on life chances and college/job prospects
 Home visits - where a pupil is absent from school and low engagement
 Attendance Assemblies

Strategies used to support PP attendance

Attendance tracking letters
 2 weekly meetings with the Pastoral Leader for each year group to discuss each pupil who is under 92%, this includes PP pupils.
 Meetings with parents which involves an Attendance Improvement Agreement between, school, parent and pupil.
 Penalty Notice Warning letters in cases with no engagement for improvement (only issued after discussion with school lead)
 Referrals to outside agencies for further support, TASS, Social Services, CAMHS, TLP

Providing Pastoral Support to meet social, emotional and mental health needs of pupils

The role of the Hive is to provide additional support for those pupils who have identified SEMH needs as well as a place that pupils can self-refer when they need additional pastoral support. It is staffed by 2 pastoral TAs who have been trained in a range of SEMH areas. As a result, 41 PP pupils have been seen on a regular basis to access support this year (21/22) to meet their needs. This is in addition to tutor, Pastoral Leader and any external support that they may be receiving.

Other pastoral support above Form Tutor and Pastoral Leader

Type of support	No. of PP pupils
Other pupils with SW - All level 4	10
Pupils with Family Key Workers - Level 3	3
Pupils under CAMHS	9
Pupils who did have social workers and therefore should be flagged and supported	5
Young Carers	4
EHCPs	6
SEN Vulnerables	9
TLP	1

Other new activities in addition to usual funding for items:

Second hand uniform shop - this has been set up this year and whilst most of this has been donated, it has been necessary to buy some uniform items such as PE kit and larger sizes of

some clothing. This has been an incredibly successful venture with staff able to access for children in need and items being handed out free of charge at least 2/3 times a week.

PP lead has worked with the Business Manager to gain greater clarity on the spending of the PP budget and with the new financial budget now in place for the new financial year this work will continue at a pace to have a much clearer picture on spending. However, at this point the following categories of spending have been identified: ?

Pupil premium strategy outcomes - Year 2

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

A wider strategy to constantly demand the highest standards of teaching from our staff has remained consistent throughout the last year. Staff continued to receive termly CPD on key pedagogical approaches including improving engagement, metacognition or retrieval practices. Staff have received presentations, sessions led by Kate Jones (an author and regular TES contributor) as well as cross-department meetings to develop practice. Weekly teaching and learning briefings have focused on current issues/practices with staff. For example, book covers, knowledge organisers, test wrappers and skills matrices have been introduced across all subjects.

Learning walks and departmental monitoring identifies lessons that are of a high standard, pushing learning to encourage recall and independence in learning. Pupil progress is at the heart of planning and delivery and staff know their Pupil Premium pupils and work to support their needs. Reviews of profile analysis and monitoring shows that feedback needs to be timely and impactful and intervention may be required more frequently for some KS3 pupils than is current practice. A new assessment and reporting system as well as a new Assessment and Feedback policy have just been launched and are being implemented this academic year.

Developing numeracy skills was key to our activity last year and to give additional support to those pupils who struggle the most in Maths in all years. This involved small group work with a specialist maths teaching during form time in groups ranging from 4-8. These groups rotated every 7-8 weeks to ensure as many pupils as possible could be involved. The small groups were led by two specialist maths teachers who focused on core numeracy skills such as place value, the four operations, and extra consolidation of topics covered in normal maths lessons. The use of specialist maths teachers was vital to ensure that these topics were being taught correctly and misconceptions were not being perpetuated. Due to the nature of maths, it is impossible to isolate the impact of these sessions as these skills and topics are taught in normal Maths lessons as well. However, pupils developed confidence and self

esteem in these smaller groups through the support of the teachers who said they felt the groups were very successful with pupils asking to be involved for longer.

In addition to these small groups, tutors have been provided with a large range of resources and materials to be used weekly with form groups. This includes whole class question sets, question booklets, problem solving activities, number puzzles, and online activities such as using the subscription based websites MathsPad and Times Tables Rock Stars. Feedback about these activities has been positive and has helped increase the uptake of numeracy activities across all year groups and tutor groups.

In the year 2023/24 we are continuing to run the small morning groups with specialist maths teachers for Year 8-10. The Graduate Tutor is leading the small Year 7 groups. We have also invested in the programme Complete Maths Tutor to provide pupils who need extra support with an online system that can be tailored to their needs and does not require specialist teacher input. The numeracy tutor programme is continually being added to with more resources for tutors to provide fun and relevant activities for their tutor groups to work on weekly.

Literacy Support interventions develop Literacy skills to build confidence and resilience. It gave additional support to those who find English challenging building skills such as SPAG, sentence structure, vocabulary, speaking and listening and exposing pupils to a range of differentiated texts. Pupils gave feedback which said that they felt supported with small group work and 1:1 support from teachers.

Furthermore, Bedrock is used as a significant tool to close the vocabulary gap and to be used as an intervention strategy in Literacy Support lessons. Data shows that on average PP pupils' vocabulary improved by 32%. We need to continue to track and monitor Bedrock data and lesson completion by PP pupils and ensure the rewards system is engaging for PP pupils as identified by pupil voice.

Small group teaching by a specialist trained lead of SOUND raises literacy attainment by developing vocabulary and comprehension. The 6 week intensive phonic programme has shown pupils' reading ages and standardised scores increase significantly..

This academic year, some Year 7 pupils are also taking part in the Reading for Fluency programme from October 2023. This programme aims to increase pupils' reading age by 18 months in 6 weeks. As this is an ongoing project we do not have any data yet, but we hope to be able to see an improvement in pupils reading fluency and confidence.

We continue to promote good attendance habits. The additional time provided by the EWO meant that weekly meetings were held with Pastoral Leaders. This led to close tracking and monitoring with partnerships with parents and pupils for all PA pupils

inclusive of PP PA pupils. Improvement in the tracking of persistent absent pupils occurred through unification of EWO and STR systems to ensure that a picture of attendance and actions could be easily accessed and reviewed.

The EWO phones parents to set up meetings, welfare calls and issue letters of support, advice and meeting invites to parents. This is recorded on a Persistent Absence spreadsheet where the history of the pupil's attendance for the academic year and subsequent years can be tracked. This gives a more holistic picture of the patterns of attendance and the support in place. As the system continues to roll out year on year, poor attendance patterns are being spotted quicker and proactive support put in place.

The EWO has also tackled the persistent absence of pupils of Y11 vulnerable groups.

Whole school attendance is improving as is Persistent Absence, Whole School attendance figures for 2022-23 94.71% (93.65%, 95.72%)

PP attendance stood at 93.73% (91.9%,93.85%) versus Non-PP at 94.87% (93.9%, 96.65%). 18.47% (26.61%,32%) of Persistent Absentees are PP pupils. These statistics show an improvement in Persistent absence of PP pupils, and PP % attendance of 1.83% as opposed to a drop of 1.95% based on the previous year.

Using a Graduate Tutor to support a key group of Y11 in maths and English which enabled them to receive intensive support ahead of assessments. Much time was spent looking at exam technique and planning answers in English as well as fundamental skills of language. Numeracy skills were targeted in maths with time spent focusing on key areas of weaknesses as identified by staff. This programme of support ran from Term 2-Term 5. It is very difficult to quantify the impact of this support from that of the teacher's input but the resilience and independence skills as a result of the sessions were clearly tangible in pupils. Qualitative feedback from both pupils and parents was highly positive.

We have been continuing the early morning intervention programme which includes activities that staff undertake with pupils over the course so that pupils will be able to see that they are making progress. Pupils are identified on the basis of need and staff complete a register so attendance is tracked and consequences for non attendance can be set. Progress will be monitored after the round 1 mocks in October/November.

The group of pupils have been chosen based upon gaps but this is not about trying to fix every gap but to enable pupils to feel that they have made progress in key areas, develop metacognition skills in the subject to support their progress and thus promote self-esteem.

Taking the last Y11 cohort, for example, 80% of those chosen to attend the sessions (43 pupils) made progress as measured quantifiably, 16% made some but not

significant progress and 4% (2 pupils) made no progress. Much learning has taken place from staff delivering these sessions and this is being continued in the current academic year.

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
Literacy programme	Bedrock, Lexonik, Hertz for Learning Reading for Fluency
Phonics	Sound training

Service pupil premium funding (optional) - Not applicable

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A