

Pupil Premium Spend Report 2024 – 2025



The Pupil Premium Grant (PPG) is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and other students. The school received additional PPG funding based on the number of students at our school who are eligible for Free School Meals (FSM). At St Aloysius College this is over 50.1% of students on role. The total value of PPG funding is £178,500.

In line with guidance from the Department of Education, St Aloysius College aims to support our disadvantaged students through a range of targeted intervention and whole school initiatives including pastoral and academic. Details of these interventions are listed and costed below. St Aloysius College is seeking to demonstrate success in supporting the progress and attainment of its disadvantaged pupils. The number of pupil premium students remain very high compared to both national and local statistics. As a school in a borough identified as having high levels of child poverty in the UK, many students suffer in some way from the effects of poverty and deprivation: low levels of aspiration and expectations; lack of cultural enrichment; for some lack of family experience of university and professional careers; mental health issues, poor diet and housing issues. Overall improvements in behaviour, quality of teaching, curriculum offer and therefore the whole school attainment have ensured that disadvantaged pupils are supported in their experience at St Aloysius.

PERFORMANCE OF PUPIL PREMIUM STUDENTS AGAINST THEIR PEERS

	DISADVANTAGED	NON-DISADVANTAGED	GAP
A8 per Student	5.6	5.9	-0.3
A8 - Maths Element	5.4	5.3	0.1
A8 - English Element	6.4	5.9	0.5
A8 - Ebacc Element	5.8	5.5	0.3
A8 - Open Element	5.6	5.9	-0.3
E&M Basics Grade 5 +	51.7%	61.8%	-10.1%
E&M Basics Grade 4 +	75.9%	76.5%	-0.6%
APS	5.26	5.46	-0.2
APS English Element	5.93	6.41	-0.5
APS Maths Element	5.34	5.44	-0.1
APS Science Element	5.36	5.52	-0.2
APS Languages	4.93	4.65	0.3

TEACHING & ACADEMIC SUPPORT			
Intervention	Cost	Strategy	RAG
Quality first teaching		<p>Effective teaching & learning strategies are used to promote progress of all students including the disadvantaged and those with learning difficulties through high quality CPD, learning walks and peer observations.</p> <p>For this year the CPD spotlight was on Adaptive teaching and understanding of SEND needs so that teachers could facilitate the learning of this cohort confidently.</p>	Value added Excellent outcomes
<p>Small groups in English, Maths and Science at KS4.</p> <p>Teaching assistants deployed to provide in-class support for students.</p>		<p>Teachers tracked student learning and differentiated instruction in response to student needs. In smaller classes students spend less time off-task or disengaged from the learning work. Students get noticed with opportunities to participate more, developing confidence in sharing ideas with their peers and they have greater access to enhanced learning opportunities.</p> <p>Student engagement increased in lessons and this encouraged them to try more and work harder.</p>	Value added Excellent outcomes
Effective Use of Data to monitor progress		<p>Cat4 data and KS2 attainment was used to inform aspirational targets for all pupils after baseline testing was completed. PP students are set aspirational targets in line with their peers.</p> <p>The analysis of the baseline data provided a lens into the profile of Y7 students as they started their learning journey at STA. This allowed for early intervention to improve reading, handwriting, comprehension and vocabulary with intervention programmes like RML, Lexia and handwriting club.</p> <p>HoDs closely monitored, tracked and intervened where the progress of disadvantaged learners was below that of their expected attainment and the gap between them and their peers was closely monitored with the hope to narrow the attainment gap between disadvantaged students and their peers.</p> <p>Teachers and HODs had to share intervention plans with respective line managers, who then quality assured the strategies being delivered so that they were effective. PP strategies are included in Departmental Improvement Plans.</p>	Value added Excellent outcomes
<p>Targeted support, after school revision classes, October, Feb, May half terms curriculum support sessions and Easter Residential before Feb half term & Easter break for English, Maths & Science intervention</p>		<p>Highly experienced teachers supported these targeted initiatives.</p> <p>There was regular use of AP data to track PP students' progress towards their targets, taking in to consideration the impact that earlier barriers may have had on their attainment. Students made at least expected progress targets so that their progress is in line with the non-disadvantaged peers.</p> <p>We made continued use of Go4Schools to identify gaps in performance between PP students and their peers and; against the National data, in terms of attainment, closing the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Targeted intervention in English and Maths was used to support the progress of PP students so that they achieve the aspirational targets in English & Maths, with extra sessions delivered after school and during PE lessons.</p> <p>Students had access to extra revision sessions after school as per the revision timetable.</p> <p>Students participated in Saturday school.</p> <p>All students attended the PGL Residential weekend at Liddington.</p>	Value added Excellent outcomes
Total Cost			

WIDER STRATEGIES			
Intervention	Cost	Strategy	
Targeted support behaviour management, inclusion and attendance		<p>Students have had access to key staff to support behaviour, attendance and student welfare. The Attendance Officer monitored attendance and punctuality, reporting to SLT and HoYs. The EWO worked alongside the attendance officer and followed up concerns with phone calls and home visits. Students with persistence absence was quickly followed up. Barriers to poor attendance was identified and measures put in place to encourage better attendance to school.</p> <p>The learning support centre (LSC) was vital in supporting students to conform to the behaviour policy. Students are provided with a space to reflect on their behaviour and get mentored to minimise repeating poor behaviour. The supervision of the LSC ensured that there is a high-quality provision available.</p>	Strong Attendance Attendance Award
Mentor		An appointed mentor provided targeted support for identified students focussing on both academic progress and well-being. The mentoring included supporting students with their self-organisation and raising aspirations so that they can maximise their full potential.	
External counsellors		<p>Use of external agency Terapia supplemented social services support in school. This provided students with access to bereavement support, support to cope with separation, support to raise self-esteem and confidence and support in dealing with stress, anxiousness or distress.</p> <p>Vulnerable students benefited from CAMHS, if referrals were successful. Mental wellbeing and safeguarding was prioritised.</p>	
Improvement in parental engagement to support student progress.		<p>Increased use of ParentMail and Go4S systems to inform parents of attendance, punctuality and upcoming events improved the home and school link.</p> <p>The school provide regular updates with progress reports, behaviour monitoring and homework for parents via Go4S. Parents were provided with sufficient notice to attend parents meetings/evening/school events so that there was an increase in dialogue between the parents and school regarding students learning, progress and support needs. Attendance was strong to school events.</p> <p>Parents of most critical students were invited to attend progress meetings after assessment points are completed. "Meeting Around the Child" meetings took place and included parents as part of the monitoring of disadvantaged students with a specific focus on removing barriers that are limiting progress.</p>	Implemented
Equipment, uniform & meal provision		<p>Removed barriers to participation in education and attendance to school by ensuring students that needed support were provided with any items the parents could not afford.</p> <p>Students that attracted PP finding but do not qualify for FSM was given lunch daily, paid for by the school.</p> <p>All students had access to a free breakfast every morning in the Breakfast Club. This is a very happy start to the day and well attended by our students.</p>	
To ensure all disadvantaged students have access to extra-curricular activities at school		<p>A comprehensive extra-curricular activities programme was set up. All PP students attended at least one extra curricular activity session a week.</p> <p>Selected students developed leadership by participating in the Duke of Edinburgh programme, completing the Bronze Award.</p> <p>The library was opened at 8:00 am each morning to allow access for Y11 students to study and have access to ICT and the extended day with the introduction of P7 and study zone for the most critical students allowed them to start revision at school and continue at home.</p> <p>KS3 students had access to a homework club with a Teaching Assistant support to allow students to complete homework in a supported environment. Registers are kept for all those that attend KS3 homework club and Y11 study hub.</p> <p>PP students had access to and attend all curriculum trips as required, with funding made available if necessary.</p>	
Total Cost			
Total			