

Pupil premium strategy statement 21-22



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). The value of the grant is £955 per child. At St Aloysius College this is over 50% of students on roll.

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 deprivation, unstable family life and peer pressure issues: 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. Coupled with improvements in behaviour, quality of teaching and curriculum offer our pastoral and curriculum support help our pupil premium pupils to succeed with their studies and therefore the whole school attainment have ensured that disadvantaged pupils are supported in their

School overview

Detail	Data
School name	St Aloysius College
Number of pupils in school	716
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	November 2024
Statement authorised by	P Whyte

Pupil premium lead	S Kisten
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 412,475.00
Recovery premium funding allocation this academic year	£ 84,472.55
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	£ 496,947.55

Part A: Pupil premium strategy plan

Statement of intent

At St Aloysius College, our primary aim is to bridge the performance gap between our disadvantaged students compared to non-disadvantaged students nationally.

The school uses Pupil Premium funds to support quality first teaching and explicit targeting of groups. This includes specific targeting of more able and less able prior attainment groups, BC, WB and SEND groups.

Key Principles:

1. Sustained improvement in literacy and numeracy skills for all low attaining disadvantaged students
2. Sustained progress of all disadvantaged students without limiting the progress of others
3. Progress gap at KS4 between disadvantaged students and national “other” students to be narrowed.
4. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average
5. Specific focus on the engagement of boys especially disadvantaged boys to reduce the number isolation/exclusion incidents in order to improve attainment

Challenges

Challenge number	Detail of challenge
1	Numeracy and Literacy
2	Achievement of students who would previously have had an increased level of individual support
3	Individual needs of the student
4	Curriculum (KS2-3 transition), resources and increased class sizes
5	Staff awareness and individual subject barriers
6	Nutrition, attendance, punctuality
7	Boys' Achievement, Student academic aspirations – home/community, Careers/guidance

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
Sustained improvement in literacy and numeracy skills for all low attaining disadvantaged students.	Increased students' confidence in the application of key numeracy and literacy skills throughout the curriculum.
Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others	Improvement in the progress and attainment at Key Stage 3 for all students, especially the pupil premium students.
Progress gap at KS4 between disadvantaged students and national "other" students to be reduced	GCSE grades demonstrate that progress and attainment between disadvantaged students and national "other" has been narrowed.
Increase in the attendance and punctuality of disadvantaged students and the gap to be in line with the national average. Improve the attendance at parents evening of parents/guardians of disadvantaged students.	Narrowing the attendance gap between disadvantaged students and national other students with increased numbers of disadvantaged students take up opportunities of school trips and visits.
Focus on the engagement of boys especially disadvantaged boys to reduce the number of isolation/exclusion incidents in order to improve attainment	<p>Number of PP students excluded/included is reduced.</p> <p>Greater parental engagement for targeted boys to strengthen school/home coordinated approach to improve behaviours.</p> <p>Most vulnerable students feel safe and secure. They grow in confidence throughout the school year.</p>

Activity in this Academic Year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £300,561.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the progress of disadvantaged students through high quality teaching and learning.		
Develop whole school teaching & learning strategies to promote progress of all students including the disadvantaged through CPD, learning walks and peer observations.	High quality teaching and learning has the biggest impact on the progress of disadvantaged students – Sutton trust research.	2 & 7
Transition information gathered for KS2 to KS3 students. Early identification of Year 7 students' learning barriers through baseline testing in English and Maths. Baseline data analysed using Question Level Analysis to identify key areas of weaknesses for specific students.	Early intervention for Literacy and Numeracy will allow stronger progress towards GCSE achievement.	2 & 4
Assessment data carried forward for Years 7 -11 in teachers' mark books on Go4S. Reading tests for all Year 8 students to monitor progress and intervene where necessary in preparation for their option choices	Data used to identify the correct students for targeted interventions.	2, 3 & 7
Raise levels of challenge for students with aspirational target setting of students based on progress pathway and then tailored to each individual subject.	The National Curriculum states that <i>'teachers should set high expectations for every pupil.'</i>	2, 5 & 7
Development of a curriculum that challenges all students, with the KS3 National curriculum mapped back to KS2 to ensure a smooth transition from KS2 to KS3 and KS3 specifications mapped back from GCSE specifications to ensure a smooth transition from KS3 to KS4.	A rich knowledge curriculum that also develops skills will result in improved progress of disadvantaged students.	2, 4 & 7
There is a cycle of assessment, feedback and directed reflection time that will allow students to	"There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged	2, 4 & 5

make improvements to their learning. (Assessment policy, Marking policy)	pupils and lower prior attainers than other pupils.” – EEF Teacher toolkit suggests +6 months progress added.	
Effective use of Homework to extend/practice classroom learning and implement a schedule of retrieval practice. Go4Schools used to set homework.	EEF Teacher toolkit suggests +5 months progress added. The average impact of homework is positive across both primary and secondary school.	2, 4 & 5

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

Budgeted cost: £341,000.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress gap at KS4 between disadvantaged students and national “other” students to be reduced. Sustained improvement in literacy and numeracy skills for all low attaining disadvantaged students.		
Pupil premium leadership and management has oversight of the PP provision and implements the most effective strategies that will improve progress and life chances for disadvantaged students.		1 – 7
HoDs closely monitor, track and intervene where the progress of disadvantaged learners is below that of their expected attainment and the gap between them and their peers are narrowed.	EEF guide to Pupil Premium, “Good teaching is the most important lever schools have to improve progress outcomes for disadvantaged pupils.”	2, 5 & 7
Small group support Maths & English classes at KS4.	EEF Teacher toolkit – Reducing class size has a small positive impact of +2 month, on average.	2, 3 & 7
NGRT reading and spelling tests for Year 7 - 9 students to identify any other underlying weaknesses.	"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy & Evidence Implementation of the Literacy catch up programme scheduled to begin from October. Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils. Student withdrawal from MFL for targeted literacy and numeracy sessions	1 & 7
Academic mentor/Literacy coordinator/Librarian deliver an intensive literacy catch-up programme implemented for identified pupils in small groups.	EEF indicates that 1:1/small group tuition can be effective, delivering approximately 5+ months progress on average. (EEF 2020).	1 & 7

	“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.”	
Academic mentors/2i/c (Maths) deliver an intensive numeracy catch-up programme implemented for identified pupils in small groups.	EEF indicates that 1:1/small group tuition can be effective, delivering approximately 5+ months progress on average. (EEF 2020). “On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.”	1 & 2
Engage with the NTP programme to provide a school-led face to face small group tutoring for most vulnerable students. (Manning Tutors)	“One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.” EEF Teacher toolkit – 1;1 tuition.	2 & 7
Use the recovery funding to provide bespoke Saturday masterclasses (Impress the Examiner) in Ebacc subjects so that students in the Y11 have a better chance at improving progress.	“Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.” EEF Teacher toolkit – Small group tuition.	2 & 7
Use the recovery funding to provide exam practice and develop exam skills using Walking Talking Mocks (Impress the Examiner) in Ebacc subjects to secure improved progress and build confidence in exam skills for Y11 students.	Mock exams let students practise revision strategies that are proven to be more helpful and discover what works best for them.	2 & 7
Specific focus from the “Meeting Around the Child” meetings to include parents as part of the monitoring of disadvantaged students	EEF Teacher toolkit – “Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”	2, 5 & 7
Aspirational targeting setting for all students based on a Progress pathway.	“Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.” – EEF Toolkit Aspirations Interventions.	2, 5 & 7
Supervised Homework Club and Study Zone after school	EEF Toolkit – “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”	2, 5 & 7
1:1 Pupil progress meetings between targeted students and SLT members (Progress Meetings for Critical students)	Creates time for ongoing effective dialogue to tackle the barriers to progress.	2 & 5
A dedicated mentor appointed to support academic and pastoral progress of identified students. (PSM)	EEF Teacher toolkit – Mentoring, “Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”	5 & 7

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

Budgeted cost: £115,508.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in the attendance and punctuality of disadvantaged students and the gap to be in line with the national average. Improve the attendance at parents evening of parents/guardians of disadvantaged students.		
<p>All disadvantaged students with poor attendance have access to key staff including the Attendance Officer, EWO & HoY.</p> <p>Barriers to attending school are identified and a personal attendance plan is completed and implemented.</p>	<p>The Department for Education (DfE) published <u>research</u> in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>EEF Toolkit – Behaviour Interventions strategy suggests that “Interventions are most effective when deployed alongside efforts to attend to wider barriers such as attendance & behaviour.”</p>	2, 6 & 7
<p>Sustain a system of rewards and incentives for improved attendance to school.</p> <p>Personalise rewards and recognition to ensure the whole school profile on attendance is raised.</p>	<p>Behaviour Management Practices in Outstanding schools, “Schools were clear that creating a positive approach to behaviour management was at the centre of their approach. Many spoke of ensuring that positive practice, praise and rewards should be used to encourage good behaviour much more than fear of sanctions or threat of response if behaviour was not good.”</p> <p>Research has shown that rewards are far more effective than punishment in motivating pupils. As well as encouraging and rewarding attendance, these schemes can also increase the profile of attendance, both within the school and in the wider community.</p>	6 & 7
<p>AHT to look at vocational opportunities for disaffected students.</p> <p>Further KS4 option choices available to ensure a greater variety and accessibility of courses for students to study.</p>	Engaging curriculum offer will improve outcomes and increase life chances.	2, 6 & 7
<p>Extra-curricular activities and extra in school opportunities promoted to inspire attendance to school.</p>	An Unequal Playing Field by the Social Mobility Commission reports that:	2, 6 & 7

Information regarding trips and visits released early to promote engagement in these activities.	<ul style="list-style-type: none"> • Research in other national contexts has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills. • Barriers to taking part in extra-curricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access. <p>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).</p>	
Increased use of ParentMail to inform parents of attendance, punctuality and upcoming events to improve the home and school link.	EEF Toolkit – Parental Engagement suggests +3 months progress.	2, 6 & 7
Equipment & Uniform Provision	Remove barriers to participation and attendance should increase.	3, 6 & 7
Specific focus on the engagement of boys especially disadvantaged boys to reduce the number of isolation/exclusion incidents in order to improve attainment		
<p>Focussed careers guidance to targeted students to create an awareness of opportunities available to them post16.</p> <p>Work experience for all Year 10 cohort pertinent to the students' interests/aspirations.</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>“To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.” EEF Teacher Toolkit – Aspirations Intervention.</p>	2 & 7
<p>Positive behaviours monitored through Go4S and rewarded.</p> <p>Weekly praise awards by SLT and 1/2 termly voucher rewards given.</p>	EEF Toolkit – Behaviour Interventions strategy suggest +- 3 months progress.	6 & 7
<p>Use the all data bases to identify the learning needs of our most at risks students.</p> <p>Detailed Inclusion provision mapped out for the most vulnerable students.</p>		6 & 7
Academic mentors to provide extra support for disadvantaged boys.	“Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. EEF Toolkit - Mentoring	2, 6 & 7

<p>Bespoke SEMH interventions offered to students and parents as and when identified.</p> <p>Work with external agencies including CAMHS, MASH, Targeted Youth Support and Terapia</p>	<p>EEF Toolkit – Social & Emotional Learning suggest +4 months progress.</p> <p>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.”</p>	<p>5, 6 & 7</p>
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Total budgeted cost: £496,947.55

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.

DESIRED OUTCOME
1. Sustained improvement in literacy and numeracy skills for all low attaining disadvantaged students.
IMPACT
<p>All baseline assessments were completed at the beginning of September for all new students. The data from the baseline assessments was used to inform target setting for the new Y7 in the absence of KS2 SATs results. The English and Maths baseline data together with the CAT4 scores was used to identify students that would benefit from literacy and numeracy support.</p> <p>Literacy Support</p> <p>RML – 17 students – Withdrawn from MFL lessons. Students that completed the course all made progress in their reading skills with some averaging 18 months of progress. Progress may have been even better without the hinderance of lockdown.</p> <p>Lexia – 11 in Y7 and 8 in Y8 – This programme has had positive impact for students in the past, however with most of the course delivered remotely the desired impact was not achieved. 34% was the most progress made by one of our new to English speaking students.</p> <p>English skills – 23 students – This took place 2 mornings a week with the literacy co-ordinator. The delivery of these sessions had to be suspended during lockdown as the targeted students were already struggling with online learning. Sessions resumed once students returned to school in March. These students will continue to need further support.</p> <p>Numeracy Skills – 22 students – This was also delivered during form time, two mornings a week. Some of this support was able to continue during lockdown as the use on an online platform (Hegarty Maths) provided tutorials to support numeracy skills, however not many students engaged successfully with the programme. At AP2 a few of the identified students made some improvement, however most of these students will need further support to make even better progress.</p> <p>Due to the difficulties brought on by remote learning and the Covid pandemic students mental health and wellbeing had to be prioritised.</p>
DESIRED OUTCOME
2. Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others
IMPACT

Aspirational targets successfully set at the start of the academic year. Targets shared with all stakeholders of learning and explained to both parents and students at Curriculum Evenings held in September and October. The target grades are used at each assessment point to track students' progress to targets. The analysis data from AP1 and AP2 is shared with Governors.

ShowMyHomework was used throughout the year to promote home based learning and was used successfully with Google Classroom during the lockdown periods to implement effectively remote learning.

Learning reviews was conducted successfully as per the calendar schedule. This provided the leadership team with valuable information on strengths and weaknesses in the areas of focus during the review. The recommendations from these reviews has supported the leadership team's strategic thinking and next action steps.

DESIRED OUTCOME

3. Progress gap at KS4 between disadvantaged students and national "other" students to be reduced

IMPACT

External exams were suspended and replaced by teacher assessed grades. The GCSE 2021 results indicate that the GAP between our disadvantaged students and their peers has narrowed. The attainment gap when looking at the A8 achievement is just over a third of a grade (-0.4) and a difference of -0.02 for the P8 measure, according to the FFT report. After each AP detailed analysis of results are completed and shared with HoDs, who then work on the strategic plan to secure outcomes.

Whilst this is very encouraging, we must be aware that this data is based on teacher assessed grades and hence cannot be weighed the same way as external exam results, hence evaluating the impact of the strategies is not as effective.

The appointed mentor has worked closely with selected students in the key analysis groups. There were 9 students in Y11, 5 in Y10, 4 in Y9, 3 in Y8 and 3 in Y7 that were identified and mentored through the year. Improving behaviour and engagement in lessons was prioritised. By June 2021 there was a general improvement in behaviour of these identified students, which in turn resulted in an improvement in academic results at AP2. This is evidenced in the comprehensive report submitted by the mentor at the end of the academic year. The mentor also focussed on health and well being of these students. Targeted students in Y11 and Y10 were constantly challenged to aim higher and be successful. An evaluation completed by the mentor shows that students developed strong relationships with the mentor and this made the mentoring effective. The students mentored in Y11 have made strong progress towards their targets, based on teacher assessed grades.

Academic mentors appointed for the subjects of English & Maths worked with selected students on improving progress towards the targets in these subjects. They have provided targeted support in lessons and outside of the school learning time. This was particularly useful for those more vulnerable students that tend to work better in small groups.

DESIRED OUTCOME

4. Increase in the attendance and punctuality of disadvantaged students and the gap to be in line with the national average. Improve the attendance at parents evening of parents/guardians of disadvantaged students.

IMPACT

There is now a robust system in place tracking and monitoring school attendance and punctuality. This data is discussed at leadership meetings, shared with governors and shared with staff. Students that are identified as a concern are flagged very quickly and poor attendance or punctuality is challenged. The continued use of the EWO has been integral in getting parents more focussed on sending their children to school. The EWO make home visits and works with the LA in issuing fines to parents if absence is persistent. This compliments the phone calls home made by the attendance officer. Our school attendance for disadvantaged students are well above the national average.

Parent events were scheduled on the school calendar and have normally been well attended. However, due to lockdown all event had to be conducted remotely. There was a decrease in number of parents engaging with our parent events during lockdown. Inability to use technology and clashing with working from home was some of the barriers that have contributed to the decrease in parental engagement.

ParentMail is fully set up and being utilised completely to keep parents fully briefed on school issues. Parents also have full access to their child daily experience at school by accessing information on Go4Schools.

Trips and visits had to be suspended due to the pandemic but some virtual activities were set up during the course of the year.

DESIRED OUTCOME

5. Specific focus on the engagement of boys especially disadvantaged boys to reduce the number of isolation/exclusion incidents in order to improve attainment

IMPACT

Students who at risk are quickly identified and support put in place to remove barriers. Identified students are given the opportunity of considering a vocational curriculum at a suitable provider if it is found to be better for the student. The school's inclusion unit works with students in rectifying incorrect behaviour at the early stages. This has seen a decrease in the number of students that have repeat inclusions. Positive behaviour is rewarded by praise points awarded on Go4Schools. Identified students prioritised for careers meetings to raise aspirations and improve engagement in learning. PSHE lessons have been developed to focus on mental health, well-being and other topical issues facing young people in our world today.

The impact on the pandemic has been immense on all children, particularly the disadvantaged students in our community. There is a huge task ahead of us to get these vulnerable students back on to track to be successful learners. Most of the strategies planned for this academic year was not fully deployed and will be carried forward to the next 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
Saturday Master Classes (securing Grade 5 & Securing Grade 6)	Impress the Examiner
Walking Talking Mocks	Impress the Examiner