

Pupil premium strategy statement – Saint Ambrose Barlow RC High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1088
Proportion (%) of pupil premium eligible pupils	25.09% (FSM: 23.89%) Year 7: 27.48% Year 8: 28.09% Year 9: 21.80% Year 10: 25.47% Year 11: 22.16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ben Davis, Headteacher
Pupil premium lead	Katie O’Leary, Assistant Headteacher
Governor / Trustee lead	Vikki Allen, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,408
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£77,142
Tutoring Grant	£30,566
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£411, 116
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Part A: Pupil premium strategy plan

Statement of intent

At Saint Ambrose Barlow RC High school, all staff are invested in our school vision of Inclusive Catholic Excellence for all pupils underpinned by our school values of Love, Learn, Lead. Our Pupil Premium cohort has a diverse range of pupils; our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum and feel successful within our school community.

Our evidence informed Pupil Premium strategy prioritises high quality teaching and learning, purposeful academic intervention and wider approaches in order to remove barriers for all pupils. Specifically, we will do this by focusing on Professional Development and Interventions linked to Quality First Teaching, SEND and Literacy.

We know the best place for pupils to be is in the classroom with their teacher, so we prioritise quality first teaching by focussing on CPD for staff. This develops pedagogy and supports the implementation of our evidence informed Teaching and Learning principles, which support teachers to maximise learning. We use assessment to identify improvement priorities, address areas of underachievement and adapt curriculums.

We want all pupils to access our knowledge rich curriculum with equity so that they feel successful and develop their understanding of each subject. As a result of this, we have developed oracy and reading because closing the language gap supports closing the disadvantage gap.

As part of our wider strategies offer, some pupils may need support outside of the classroom however there is always a clear rationale for doing so. Pupils are selected for targeted intervention to ensure they flourish in school. Where possible, we will do this as early as we can. This is especially evident in the strategies to address attendance, to support pupils' mental health and wellbeing and our implementation of 1-2-1 and small group tutoring to support pupils who have found the last three years especially hard, regardless of whether or not they are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
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1	Attendance data for the last academic year indicates that attendance among disadvantaged pupils was 5.7% lower than that of non-disadvantaged pupils. In the current academic year disadvantaged pupils' attendance is currently tracking at 4.3% lower than that of their peers.
2	English attainment of disadvantaged pupils is considerably lower than that of non-disadvantaged pupils and teacher diagnostic assessments in English and other Literacy based subjects suggest that pupils are struggling to produce extended writing
3	Pupil and parental voice, observations and discussions with all stakeholders have identified social and emotional issues for many pupils, such as anxiety, depression and low-self-esteem. These challenges particularly affect disadvantage pupils' well-being and attainment.
4	Following the disruption experienced during the last two academic years, a significant proportion of disadvantaged pupils are reading below their chronological age, some significantly below their chronological age. This is preventing pupils from accessing the curriculum

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
Disadvantaged pupils will be able to know, understand and do more, particularly in English and Ebacc subjects	Pupils will be able to articulate their knowledge and understanding verbally and their books and samples of work will show that they have a secure knowledge and understanding. This will be particularly evident in extended writing, across the curriculum, but especially in English. Their performance in assessments will improve towards being in line with their non-disadvantaged peers nationally and in school. Uptake of the Ebacc suite amongst DP will increase towards 75%, from 21% (a 10% gap against their non-DP peers in school). Their outcomes at KS4 in 24/5 will demonstrate that they are inline or better than national in A8 and Ebacc. No pupils are NEET (100% positive destinations) and all DP achieve the destination of their choice.

The attendance of disadvantaged pupils is good and in line with that of their peers in school ensuring that they access the curriculum and wider opportunities	Persistent absence for all DP pupils, but particularly for identified groups of pupils where there has been a developing trend, improves towards that of non-DP peers. Attendance overall for DP pupils is inline or better than their non-DP peers
All pupils' wellbeing is supported effectively, but disadvantaged pupils in particular have access to a range of supports that ensure they are able to thrive and access the curriculum and enrichment	The proportion of DP pupils participating in co-curricular activities increases so that it is in line with non-DP Pupil, parent and carer voice indicates that DP are effectively supported Suspensions and exclusions for DP reduce in line with non-DP
All pupils, particularly SEND and disadvantaged, will have a high level of skill in reading and this ensures that they can access the curriculum fully and is underpinned by a love of reading	The proportion of all pupils, especially DP, who are reading at or above their chronological age increases, as does that of pupils who are within 20% of the CA according to TR data Pupil voice on reading culture and reading interventions is positive and shows that pupils are reading widely for pleasure and in lessons Disciplinary reading is effectively embedded in all subjects and is in evidence in a rich and challenging curriculum that supports more rapid progress for all learners especially DP

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: £199,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to raise attainment through consistently high quality wave 1 teaching & learning through effective professional	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' EEF The EEF Guide to Pupil Premium 'Disadvantaged pupils are disproportionately affected by the quality of teaching' DfE, Supporting	1, 2, 4

development opportunities for all staff, in particular ECTs and the English Department	the attainment of disadvantaged pupils 2015	
To embed the feedback system (established last year as part of the PP strategy) that focuses on the task, subject and self-regulation strategies allowing pupils to engage with and respond to further learning	‘There is evidence to suggest feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.’ EEF, Teaching and Learning Toolkit: Feedback	1, 2, 3
To improve teaching of disciplinary literacy and ensure it is coherently aligned with curriculum development so that pupils can deepen their understanding in all subjects	‘...students would make greater progress in reading the texts of history, science, mathematics, and literature if instruction provided more explicit guidance that helped them to understand the specialized ways that literacy works in those disciplines.’ What is Disciplinary Literacy and Why Does it Matter?’ by Timothy and Cynthia Shanahan (2012)	1, 2, 4

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

Budgeted cost: £105, 702

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a programme of one to one bespoke intervention to support pupils with Maths, English and Reading through engagement of tutoring 1-2-1/ small group	‘There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.’ EEF The EEF Guide to Pupil Premium	1, 2, 3
To engage academic mentors to high	‘Schools can help break the link between disadvantage and	1, 2, 3, 4

quality support and timely interventions for pupils across KS3 and 4 who are identified as underachieving	performance by supporting disadvantaged pupils to achieve their full potential.' DfE Supporting the attainment of disadvantaged pupils. 2015	
Improve the reading ability of all identified pupils, including disadvantaged pupils, through a programme of one to one instruction, paired reading and small group guided reading allowing pupils to deepen their learning across the curriculum.	'Reading, writing, speaking and listening, are at the heart of every subject in secondary school. Focussing time and resources on improving reading and writing skills will have positive knock on effects elsewhere, whether that's being able to break down scientific vocabulary of structure a history essay.' EEF Improving Literacy in Secondary Schools. 2019	1, 2, 3, 4

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

Budgeted cost: £ £105, 702

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the mental health and well-being of all pupils, but especially those who are most disadvantaged to enable them to develop the motivation and resilience needed to achieve their potential in school, attend school regularly to ensure they are able to maximise their learning and achieve the best possible outcomes	'The health and well-being of children and young people contributes to their ability to benefit from high quality teaching and learning and to achieve their full academic potential.' Public Health England The Link between pupil health and well being and attainment. 2014	1, 2, 3
To raise awareness and understanding in pupils and parents, particularly those who	'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with	1, 4

are disadvantaged, of the importance of good attendance as a vehicle for improving pupil well-being and outcomes.	better academic outcomes.' EEF Working with Parents to support children's learning Report. 2018	
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Total budgeted cost: £411, 116

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activities has on pupils in the academic year 2022 to 2023.

Our FSM data shows that our school resides within an area where disadvantage is increasing compared to when our report was originally written in 2020. The gap between percentage of pupils eligible for FSM within school versus national data has narrowed, bringing the school closer inline with national data.

	2020	2021	2022	2023
% Pupils eligible for FSM	15	17	20	22
% National Pupils eligible for FSM	16	19	21	23
IDACI score	0.21	0.22	0.23	0.23
National IDACI score	0.20	0.17	0.17	

As a result, we will continue to do everything we can as a school to close the disadvantage gap and give every pupil at Saint Ambrose Barlow opportunities to succeed aligned without school improvement priorities of: improving Attendance, SEND, Literacy and the Quality of Teaching and Learning.

Improving reading has been a focus within our curriculum development and at targeted intervention level for our disadvantaged pupils. Reading ages have improved across current year 8-11 however attainment gaps between our disadvantaged and none disadvantaged pupils remains an area for improvement as we proceed into the next year of our strategy.

Attendance is currently above national average. We have seen an 1% improvement for all students from last year and a 1.9% improvement for pupils with FSM6. We want every pupil to succeed at St Ambrose and as there is a link between good attendance and improved attainment this will continue to be an area of focus.

	<i>2023 School</i>	<i>2023 FFT national</i>	<i>2022 School</i>
<i>Whole school</i>	<i>92.1</i>	<i>90.7</i>	<i>91.1</i>
<i>Year 7</i>	<i>93.4</i>	<i>92.8</i>	<i>93.6</i>
<i>Year 8</i>	<i>93.7</i>	<i>91.2</i>	<i>91.4</i>
<i>Year 9</i>	<i>91.7</i>	<i>90.1</i>	<i>90.0</i>
<i>Year 10</i>	<i>91.2</i>	<i>89.6</i>	<i>89.2</i>
<i>Year 11</i>	<i>89.8</i>	<i>89.4</i>	<i>91.7</i>
<i>FSM6</i>	<i>87.8</i>	<i>85.3</i>	<i>85.9</i>
<i>Non- FSM6</i>	<i>93.5</i>	<i>92.6</i>	<i>91.1</i>
<i>Gap</i>	<i>5.7</i>	<i>7.3</i>	<i>5.2</i>

Our most recent GCSE results show improvements since 2019 (P8 all pupils - 0.74) and reflects our improvement journey (2023 P8 all pupils -0.37). However, the progress gap between disadvantaged and non-disadvantaged students still exists. We are confident that using “the best bets” from evidence which frames our Pupil Premium strategy, will should see and improvement in attainment for disadvantaged pupils. Key improvements and the data are listed below:

- Whilst pupil progress was below Local/National data, Attainment 8 data was above local data for DP 2023.
- English and Maths at grade 5+ was above Local/National data for DP 2023.
- English and Maths at grade 4+ was 4% higher than Local data, with a 2% difference with National data
- EBacc point score was higher than Local data, with a difference of 0.2 with National data.
- Pupils with SEND performed higher than Local data (+0.36) with a difference of -0.09 against National data.

- Whilst Girls and Boys progress 8 scores were less than Local and National data, Boys Attainment 8 data was higher than Local and National data. Girls A8 will continue to be a focus this academic year within the strategies outlined.

	School Pupils	Local	National
	2022-2023		
<i>Number of pupils</i>	59	966	
<i>P8</i>	-1.09	-0.92	-0.57
<i>A8</i>	33.9	32.3	34.9
<i>English and Maths at grade 5+</i>	28%	22%	25%
<i>English and Maths at grade 4+</i>	41%	37%	43%
<i>EBacc average point score</i>	2.8	2.7	3.0
<i>SEND P8 (all pupils)</i>	-0.71	-1.07	-0.62
<i>Girls P8</i>	-1.32	-0.92	-0.57
<i>Boys P8</i>	-0.89	-0.97	-0.71
<i>SEND A8</i>	33.4	23.3	28.0
<i>Girls A8</i>	31.5	34.0	37.4
<i>Boys A8</i>	36.1	30.6	32.5

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thinking Reading	Thinking Reading
Corrective Reading Comprehension Programme	
Academic Mentoring	
One-to-one intervention	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.