



INTRODUCTION

The Pupil Premium Plan for 2024-25 is an updated version of that produced during last year's financial planning process, in light of performance data published by the Department for Education. The plan has been structured around what the school sees as the key reasons why pupils from disadvantaged homes achieve less well than other pupils.

One of the key contributors to diminishing the difference in achievement between Pupil Premium pupils and other pupils is ensuring quality teaching for all. This is implemented across the school and includes teachers' focus on particular groups, such as disadvantaged pupils. The Executive Headteacher has developed a model for school improvement across all four of his schools in the federation which enables PP pupils to flourish. This model includes high expectations of teaching and behaviour and the extensive provision of out-of-school-hours support. The key barriers to the achievement of PP pupils identified at the start of this strategy are generalisations which do not apply to every family.

1. Summary information

School	Salvatorian College (DfE Number 310/5400)				
Academic Year	2024-25	Total PP budget	£181,650	Date of most recent external PP Review	19 th January 2022
Total number of pupils	743	Number of pupils eligible for PP	163	Date for next internal review of this strategy	Autumn 2025

2. Barriers to future attainment

A.	Low levels of literacy from some PP pupils, with limited models of language at home and often limited value placed on reading.
B.	Excessive use of technology such as mobile phones, games and the internet
C.	Low aspirations from some parents and pupils
D.	The environment that the children experience at home is often not conducive for learning (e.g. lack of suitable study space)
E.	PP pupils achievement in Mathematics was a weakness in the most recent Ofsted Inspection and 2018 results
F.	Attendance and punctuality of PP pupils not as good as non-PP pupils
G.	PP are most likely to have home environment affected by Covid-19 and least likely to have engaged with distance learning.

3. Analysis of Targets for 2023-24		
	Target	Comment
A.	95% of teaching at least 'Good' by September 2024	Achieved – Internal reviews and line management reviews demonstrate high level of teaching across the school.
B.	Work scrutinies show high rates of completion of work set, by PP pupils	Achieved – internal book checks by HoDs and SLT show high completion rates by PP students. Pupil survey (see external review below) notes that pupil premium student's complete homework on-time more than their counterparts.
C.	The progress made by PP is similar to that made by other pupils in all year groups.	Achieved – Year 11 Pupil Premium students achieved a progress 8 score of +0.63, which was higher than the whole cohort, demonstrating a positive progress gap .
D.	No greater than a 3% gap between the attendance rate of PP and other pupils.	Achieved – Attendance for all pupils was 93.7% in 2023-24 and 91.5% for PP pupils (-2.2% difference). National average for PP students was 85.4% (+6.1% difference)
E.	A 20% reduction in the number of PP pupils excluded.	Not met
F.	By the end of the Autumn term, a 10% reduction in the Xs given to PP pupils	Not met – behavioural X's given to PP pupils have increased.

4. Pupil Premium Action Plan 2024-25

1. Key Focus: Quality teaching for all (addressing barriers A, B, & C)

Desired outcomes:

- 95% of teaching at least 'Good' by September 2024
- Work scrutinies show high rates of completion of work set, by PP pupils
- The progress made by PP is similar to that made by other pupils in all year groups.

Chosen action / approach	Rationale	Monitoring, evaluation and impact	Staff lead	Budget
Appropriate Curriculum Year 11 and 12 Guided Study Classes Catch-up Interventions for core and foundation subjects at KS3. Study skills sessions in registration Targeted careers support	EEF Toolkit "metacognition and self - regulation: + 7 months, low cost, high impact" EEF Toolkit "small group tuition: +4 months, moderate cost" Stakeholder feedback that pupils need more guidance in study skills. Careers support to raise PP pupils' self-esteem and sense of purpose.	SLT (PP Lead) to conduct termly reviews with relevant HODs in light of progress data. HoDs to analyse impact after each data drop (end of term test)	DEV HoDs DEV DWI	£41,000 for additional hours for teaching and support staff £10,000 for summer school £20,000 for HOD time spent on analysis of data £4,000 for additional study time £8,000 for careers support
Quality First Teaching and Learning which focuses on PP pupils - appropriate classing and staffing of PP pupils Quality First Teaching and Learning - Appropriate classing and staffing of PP students -Teacher identification of PP students -Accurate recording of student current and predicted grades. - Revised framework to offer consistency and support for completion of home learning. -Embed MARK-PLAN-TEACH approach -Appropriate differentiation for pupils to support progress -Regular issuing, monitoring and marking of quality homework.	EEF Toolkit – 'feedback: +8 months, high impact' 'homework: +5 months, moderate impact'	SLT (PP Lead) identifies classes making least progress and/or most poorly behaved and follows up with HODs.	DEV GJA	£13,200 towards CPD for ECTs, ITT and Teach First teachers

Continued teacher identification of PP pupils	Increase in the number of PP students in the school, coupled with an increase in new staff.	Review performance management to ensure teachers know their PP pupils and focus on how well they are performing.	DEV	£5,000 for review of performance management and follow up actions
Accurate recording of student current and predicted grades	Some PP pupils lack organisational skills and motivation.	Review with HODs strategies for ensuring that PP pupils are being targeted through questioning and assessment for learning.	DEV	£3,000 for additional data gathering and analysis
Regular issuing, monitoring and marking of quality homework.	The setting and completion of homework not rigorous enough.	Termly report on the completion of homework of PP pupils compared with others. ShowMyHomework implementation and training.	DEV DWI	£4,500 for termly reports
Appropriate differentiation for PP pupils to support progress	Teachers not sufficiently targeting PP pupils in lessons and work scrutinies		DEV AWA	£4,000 for additional data gathering and analysis
Improve the literacy of all PP students.				
Raise profile of the importance of literacy across the curriculum to all teachers.	PP pupils less likely to experience and use Standard English out of school	Head of English to provide termly report for PP Lead on the progress being made by groups	AHI IGO SLT	£5,000 Head of English costs for reports and follow up actions £3,700 EAL support materials £17,472 EAL on EAL after school lessons
Improve the literacy and reading ages of PP students from their starting points.	Sutton document 'improving literacy improves overall Improves core literacy student outcomes' Reading ages closely connected to literacy skills, especially spelling and comprehension. Pupils are more able to access materials across the curriculum			
Handwriting club to develop presentational skills	Develop more rigour from PP pupils. Tidy work easier to revise	School work scrutinies evaluate presentation and feed back comments to staff	AHI	£10,000 for additional hours for Handwriting club
Progress score for Higher prior attainment pupils to be broadly in line with the rest of the school (including Higher PP students)	Achieved a negative progress score in 2024 for higher PA (-0.12)	SLT identification of higher PA students and establish dedicated study sessions and support for students.	GJA AWA	£30,000 for the proportion of SLT time spent on Pupil Premium specific issues

Review the quality of teaching assistants and classroom support.	EEF toolkit: low impact for high cost, based on limited evidence.	Formal review to be presented to Exec Head	DEV IGO	£2,500
Total budgeted spend: £181,372				

2. Key focus: The behaviour, motivation and attendance of PP pupils (addressing barriers B,C,D,F,G)

Desired Outcomes:

- No more than a 3% gap in the attendance of PP and other pupils
- A 20% reduction in the number of PP pupils excluded.
- By the end of the academic year, a 10% reduction in the Xs given to PP pupils

Chosen action / approach	Rationale	Monitoring, evaluation and impact	Staff lead	Budget
Intervention work to reduce number of PP pupils excluded. Behaviour interventions seek to improve attainment and attendance by further reducing any incidents of disruptive behaviour. Behaviour is targeted across the whole school, as well as specialist targeting of specific students through behaviour support programmes and counselling. Improved behaviour continues to raise the positive ethos across the school.	EEF Toolkit 'behaviour interventions: +4 months, moderate impact' EEF toolkit 'social and emotional learning: +4 months, moderate impact' Poorer behaviour a key contributory factor to PP underachievement	Termly analysis of behaviour records and follows up with individuals who could be moving towards exclusion. Termly evaluations of Xs given to PP pupils compared with those given to non PP pupils	DEV JRE JRE	
Rewards Review and update the rewards system to ensure that rewards are matched to pupil needs in order to improve motivation and raise aspiration.	Research has shown that self-esteem and the use of praise have a significant impact on pupils from vulnerable backgrounds.	Termly report to SLT/PP Lead	OTH ATE	£6,600 for implementation of rewards system
Ensure that money is not a barrier for participation in school activities. School trip and resources grants supporting pupils to develop an in-depth interest in a subject or activity. These activities can also improve self-confidence and support social and friendship groups. PP students take part in school trips as much as non-PP students.	EEF toolkit Arts and Sports participation +2 months. Feedback from parental and pupil surveys about how school contributions have greatly aided pupil participation and self-esteem	Termly analysis of PP take-up of school trips. Termly analysis of PP take-up of school music lessons.	DCO BFO	£3,000 fund for subsidising participation in curriculum-related trips by PP pupils £5,000 fund for subsidising music lessons for PP pupils

<p>To exploit the PP pupils interest in ICT by broadening its use across a range of subjects.</p> <p>Use technology more in Mathematics (MathsWatch) for homework completion. Training for the wider use of Microsoft Teams to supplement distance learning. Engage PP pupils through ICT-based competitions.</p>	EEF toolkit: Digital Technology: moderate impact for moderate cost based on extensive evidence.	<p>Relevant HODs to set up and monitor the use of technology and provide a termly report to SLT/PP Lead.</p> <p>Survey pupils regarding technology at home and support where necessary.</p>	<p>DEV LMO</p> <p>DEV</p>	£6,000 for ICT resources used particularly by PP pupils
<p>To set up a mentoring scheme where targeted PP pupils are provided with young mentors from a range of institutions to discuss and improve their work.</p>	Some PP pupils have limited conversations at home about the completion and quality of work.	Progress reports by the Inclusion Lead	<p>SGR HOY DEV</p>	£1,186
Total budgeted spend: £21,786				
OVERALL BUDGETED SPEND: £203,158				



Pupil Premium Provision and Achievement 2020-2021

SALVATORIAN RC COLLEGE

19 January 2022

Consultant: Karen Perkins

Introduction

This evaluation was commissioned by the Headteacher as part of an external review of Pupil Premium (PP) provision and outcomes. It was conducted by an experienced external consultant. The process of this evaluation broadly follows the national guidance for external evaluations of Pupil Premium and the report informs the PP Action Plan for 2021-22. The school's current PP Strategy Statement, in particular the sections on the attainment and progress of PP pupils, will be updated considering examination results and assessments in 2022.

The review was conducted over one day and was preceded by an analysis of documentation, including the 2021 Raise online document, the Remote Learning Provision Review, and the most recent Ofsted report (2017). During the visit, data documentation was analysed, and an interview was held with the teacher responsible for PP. A survey was given to all pupils in the school but for the purpose of this document the responses from the year 10 cohort were reviewed. The afternoon of the day, in line with national guidance, was spent reviewing the draft 2021-22 PP action plan with the PP coordinator.

Summary

Data for 2019-21 points shows considerable achievement by disadvantaged pupils and an upward trend. Although there is a slight dip in 2021 this can be negated by a year and half of **Covid** restrictions and isolation.

A termly Pupil Premium report is provided for governors and school leaders showing ongoing succinct evaluations of PP pupils' attainment and progress, trends in their attendance and punctuality, and evaluations of trends in the behaviour data compared with that on other pupils in the school. The draft PP action plan for 2020-21 was completed and finalised after the 2020 end of year assessments.

Key issues that have been addressed since Ofsted Report January 2017

- Actions to address potential underachievement are now very specific and once identified pupils consequently make faster progress.
- The most able students are a whole school focus and are shown to be making good progress from their starting points.

Recommendation

Produce a formal evaluation of the implementation of the 2020/21 PP Action Plan and present the report to governors so that they have a clear view on the impact of spending.

Keep an ongoing record of the completion and assessment of homework by the older PP pupils compared with other pupils in the school and follow up weaknesses with parents.

Summary of school's performance data

External data points to considerable improvement of the achievement and progress of Year 11 disadvantaged pupils for the past three years. The Progress 8 score did decline in 2021 and there was a significant gap in GCSE attainment between all pupils and disadvantaged pupils, however, this can be attributed to the extensive isolation periods in 2020 and 2021. The percentage of all pupils gaining a level 4+ in English and mathematics at GCSE in 2021 was about 17% higher than the percentage for disadvantaged pupils. The school's internal data for 2020/21 points to disadvantaged pupils having achieved only slightly below on expected targets but higher on above expected targets, especially in maths with an enormous 47% difference at the end of Year 7. The attainment of disadvantaged students in year 8 and year 9 were more or less in line with the rest of the cohort, however, English outcomes were weaker than mathematics in year 9.

Key Stage 3 End of Year Attainment 2020-21	Year 7		Year 8		Year 9	
	Eligible for PP (25 pupils)	Not eligible for PP (80 pupils)	Eligible for PP (30 pupils)	Not eligible for PP (89 pupils)	Eligible for PP (9 pupils)	Not eligible for PP (55 pupils)
% Achieving expected or above attainment in English	64%	70%	77%	84%	67%	62%
% Achieving <u>above</u> attainment in English	28%	26%	40%	55%	22%	18%
% Achieving expected or above attainment in Maths	80%	81%	73%	74%	78%	89%
% Achieving <u>above</u> attainment in Maths	81%	34%	40%	45%	44%	47%

KS4	Progress 8 scores 2019-2021						Attainment 8 scores 2019-2021						GCSE Results 2019-2021 4+ in English and mathematics					
	Progress 8		English		Mathematics		Attainment 8		English		Mathematics		English Literature		English Language		Mathematics	
Year	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
2019	+0.48	+0.79	+0.72	+0.91	+0.36	+0.67	5.4	4.9	5.9	5.4	5.2	4.6	88%	81%	78%	70%	76%	67%
2020	+0.50	+0.46	+0.91	+0.95	+0.48	+0.39	5.6	5.5	6.2	5.9	5.5	5.5	87%	80%	87%	70%	90%	90%
2021	+0.80	+0.26	+1.01	+0.71	+0.32	+0.06	5.6	4.0	5.9	4.6	5.2	3.6	81%	64%	76%	64%	78%	64%

Pupil Survey KS4

Although the survey was given to the whole school, Year 10 responses were chosen for this Pupil Premium Provision and Achievement review. Looking at the table below 78% of PP pupils feel on the whole that they enjoy school, with 44% feeling they always work hard in lessons and 56% just sometimes. 100% of PP pupils complete homework on a regular basis and 88% of PP student spend between 1-2hrs doing homework on a weekday which is in line with the rest of the cohort. 44% of the group attend classes after school most nights but 56% attend classes every night which is over 20% than the rest of the cohort. PP pupils feel their attendance is good overall but poorer than the rest of the cohort. The work they are asked to do in most of their lessons is pitched about right and 100% said their parents/guardians took an interest in their education. The group generally had high aspirations, with the majority (67%) wanting to go to college or university and the rest not being sure (33%). The majority of pupils wanted to join a profession (56%) with the rest saying that they weren't sure. All questions and responses are shown below.

Q.1 Do you enjoy school?			Q.2 Do you work very hard in lessons?			Q.3 Do you complete homework on time?		
Response	PP	Non	Response	PP	Non	Response	PP	Non
Yes	22%	15%	Always	44%	57%	Always	56%	74%
Sometimes	56%	69%	Sometimes	56%	38%	Sometimes	44%	21%
No	22%	16%	Rarely	0%	5%	Rarely	0%	5%

Q.4 On average how much time do you spend doing schoolwork on a weekday evening?			Q.5 Do you feel that the work you are asked to do in most of your lessons is?			Q.6 How good is your attendance?		
Response	PP	Non	Response	PP	Non	Response	PP	Non
More than 2 hours	44%	46%	Easy	11%	18%	Excellent	44%	75%
1-2 hours	44%	41%	About right	78%	69%	Average	44%	23%
Less than 1 hour	11%	13%	Hard	11%	13%	Below average	11%	2%
Q. 7 How actively are you involved in lessons?			Q.8 Do your parents/guardians take an interest in how well you are doing at school?			Q.9 How much time do you spend watching television, playing computer games or on your mobile on an average weekend?		
Response	PP	Non	Response	PP	Non	Response	PP	Non
Frequently	56%	34%	Yes	100%	84%	10hrs or more	11%	33%
Sometimes	44%	51%	Sometimes	0%	16%	4-9hrs	56%	46%
Rarely	0%	15%	Rarely	0%	0%	Below 4hrs	33%	15%
Q.10 How often do you attend classes after school?			Q.11 Are you aiming to go to university?			Q.12 What job would you like to do when you start work?		
Response	PP	Non	Response	PP	Non	Response	PP	Non
Every evening	56%	39%	Yes	67%	69%	Profession	56%	49%
Some evenings	44%	46%	Not sure	33%	30%	Trade	11%	11%
rarely	0%	15%	No	0%	2%	Not sure	33%	39%

Leadership and behaviour

The PP section on the school web site shows the 2021/22 Pupil Premium plan with a review of the 2016/17 plan. Although there has been no evaluation of the impact of spending for 2020/21 either in terms of pupils' outcomes or interventions funded by the PP grant. The website does briefly identify the main barriers to learning for PP pupils and includes some rationale for how funds have been allocated.

Improvements since last review.

- The structure of the PP plan for 2020/21 is good. It has a broad section on key strategies for reducing the difference between the performance of PP pupils and other groups, key actions, costings. The impact sections in the plan are targeted and provide a clear picture on the expected improvements made by specific interventions. This makes it easier for governors to monitor the impact of spending decisions and the strengths and weaknesses of specific strategies.
- The assessment system for 2020/21 provided information on the progress of major groups with an overall analysis of data which is passed on to the leadership team. Assessment data is available at the end of each term and is supplemented with an evaluation of the strengths and weaknesses in each year group and the whole school. Again, this makes it much easier for governors to monitor the impact of spending decisions and hold school leaders to account.
- The system for monitoring the attendance, punctuality and behaviour of disadvantaged pupils is rigorous and summary data on PP pupils in these areas for the whole school and for individual year groups has been collated. Systematic data and the student survey indicates that the attendance of PP pupils at after school clubs/teaching sessions is high, and this data is compared with other groups of students within the year group.
- The Governors focus group have been systematically monitoring the performance of PP pupils three times a year.