

# Pupil Premium Strategy statement (secondary)

1. Summary information					
School	St Paul's School for Girls				
Academic Year	2018/19	Total PP budget	£302 025	Date of most recent PP Review	Aug 2018
Total number of pupils	985	Number of pupils eligible for PP	317	Date for next internal review of this strategy	July 2019

2.	3.				
		<i>Pupils eligible for PP (your school)</i> <b>2017</b>	<i>Pupils not eligible for PP in 2017 (national average)</i>	<i>Pupils eligible for PP (your school)</i> <b>2018</b>	<i>Pupils not eligible for PP in 2018 (national average)</i> <i>The 2018 figures have not currently been issued by the DfE</i>
Progress – English element		0.43	0.11	0.85	-
Progress – Maths element		0.13	0.11	0.48	-
Progress – Ebacc element		0.38	0.13	0.52	-
Progress – Open element		0.48	0.09	0.88	-
Progress 8 score average		0.37	0.11	0.69	-
Attainment 8 score average		50.76	49.76	53.55	-

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Lower levels of Literacy and/or Numeracy skills for some pupils eligible for PP than for other pupils which is resulting in lower progress and attainment levels in KS3 and KS4.
B.	More able pupils who are eligible for PP do not make the highest rates of progress in comparison to other pupils in school in KS3 and KS4.
C.	Low levels of aspiration from some families who have pupils who are eligible for PP.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Lower levels of attendance rates for pupils who are eligible for PP in comparison to other pupils.
E.	Lower levels of attendance at parental evenings for families who have pupils who are eligible for PP in comparison to other pupils.

<b>F.</b>	Lower levels of engagement and participation in extra-curricular activities	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase levels of Literacy and/or Numeracy skills for pupils eligible for PP in KS3 and KS4.	<ul style="list-style-type: none"> <li>• Continue to aim to reduce the gap at GCSE between pupils who are eligible for PP and other pupils.</li> <li>• Improved progress of pupils who are eligible for PP to at least good progress in all subjects.</li> <li>• Ensure there is earlier intervention, with a sharper focus on pupil progress rather than attainment.</li> <li>• Regular whole staff briefings will continue to raise issues in relation to pupil attainment.</li> <li>• Encourage all pupils and staff to actively use the VLE Firefly as an interactive and engaging teaching and learning tool.</li> <li>• Increased use of VLE resources by disadvantaged pupils with the literacy elements of Firefly resulting in an additional gain in reading and spelling age.</li> <li>• Embed the RADY (Raising Attainment of Disadvantaged Youngsters) project in order to increase the levels of attainment at the end of Year 7.</li> </ul>
<b>B.</b>	Increase levels of attainment and progress for more able pupils who are eligible for PP as they do not make the highest rates of progress in comparison to other pupils in school in KS3 and KS4.	<ul style="list-style-type: none"> <li>• Improve Progress 8 and Attainment 8 scores for all more able pupils who are eligible for PP.</li> <li>• Increased proportion of parents of disadvantaged pupils supporting their children to enable all girls to access the support on offer at an earlier point.</li> </ul>
<b>C.</b>	Increase levels of aspiration from some families who have pupils who are eligible for PP.	<ul style="list-style-type: none"> <li>• Increase proportion of pupils staying on to Post 16 education by adopting advice and guidance from pastoral and academic staff.</li> <li>• The Raising Standards leader and the PP coordinator are to identify the most appropriate methods for pupil support and guidance.</li> </ul>
<b>D.</b>	Improve attendance rates for pupils who are eligible for PP.	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees among pupils who are eligible for PP.</li> <li>• Ensure pupils who are eligible for PP are accessing support with transport to school so they can reach the attendance target of 95% in line with other pupils across school.</li> <li>• Further parental engagement with ESW to support increased levels of attendance.</li> </ul>

<b>E.</b>	Increase parental engagement at parental evenings and support meetings for families who have pupils who are eligible for PP.	<ul style="list-style-type: none"> <li>• Improved attendance at parental evenings to be in line with other pupils.</li> <li>• Ensure parents are accessing the range of extensive pastoral support on offer.</li> </ul>
<b>F.</b>	Improve levels of participation in extra-curricular activities for pupils who are eligible for PP.	<ul style="list-style-type: none"> <li>• Improved levels of engagement and participation in extra-curricular activities.</li> <li>• Development of further extra-curricular activities with greater emphasis on pupils who are eligible for PP.</li> </ul>

<b>6. Planned expenditure</b>					
<b>Academic year</b>	<b>2018 - 2019</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve levels of Literacy and/or Numeracy skills for pupils eligible for PP in KS3 and KS4.	Ongoing CPL on development of literacy and numeracy across the curriculum. Further development of VLE resources on Firefly. Training courses for coordinators.	Provision of the highest quality teaching and learning opportunities to ensure all pupils can make rapid and sustained progress. All pupils can access teaching and learning resources.	Learning Walks Lesson Observations Pupil Voice Book Looks HOD reviews HODs to oversee resources and scheme development.	KS3/KS4 English and Maths Coordinators More able coordinator SENCO	Termly July 2019
Increase levels of attainment and progress for more able pupils who are eligible for PP as they do not make the highest rates of progress in comparison to other pupils in school in KS3 and KS4.	Staff CPL on creating challenge resources to support all pupils. CPL on providing stretch and challenge for all pupils.	Further investment in teaching and learning will benefit all pupils and it can be embedded across the school to support all pupils.	Monitor the use of resources on Firefly. Learning Walks Lesson Observations Pupil Voice Book Looks HOD reviews HODs to oversee resources and scheme development. Internal monitoring and intervention.	Teaching and Learning Coordinator More able coordinator	July 2019

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Offer targeted intervention at KS3 and KS4 to improve levels of attainment and progress.	After- school, Saturday and holiday sessions in a range of curriculum areas to support academic progress for all pupils. Library open until 6pm for Homework Club.	Pupil voice has proved that interventions and additional revision sessions are required to support pupils who do not have access to revision materials and study opportunities at home.	Organisation and implementation of the enrichment timetable. Regular meetings with HODS and the RSL. Engage with parents and pupils in relation to the intervention sessions to address any concerns. Collate registers of attendance at library sessions.	Raising Standards Leader (RSL) HODs HOYs Library Monitors	Ongoing Aug 2019
<b>Total budgeted cost</b>					£70 000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase levels of attainment and progress for more able pupils who are eligible for PP as they do not make the highest rates of progress in comparison to other pupils in school in KS3 and KS4.	Raise the profile of ongoing assessments by embedding the assessment calendar. Ensure monitoring of progress is accurate as we move from grades to points at GCSE. Further interventions with more able pupils – parental meetings following assessment points. Brilliant Club for pupils from Years 7 -10.	Assessment and progress booklets need to be used effectively in order to identify any gaps in learning.  Specific activities such as the Brilliant Club will enhance the pupils' learning and academic understanding.	More intensive follow-up on internal monitoring points. Regular staff briefings and departmental meetings. Regular meetings with Raising Standards Leader. Updates from parental meetings. Attendance at Brilliant Club tutorials and university events.	Raising Standards leader PP coordinator All teaching staff HODs More able coordinator HOYs HODs	Ongoing Aug 2019

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase levels of aspiration from some families who have pupils who are eligible for PP.	Provide targeted support for careers advice and guidance to pupils who may lack awareness of relevant opportunities. All activities have register lists which can be collated.	To ensure all pupils are aware of a range of careers opportunities and subject specific enrichment. To support specific pupils and their families to develop their aspirations.	Monitoring of pupil attendance at careers opportunities and targeted activities.  Use of Firefly surveys for pupils and parents	Careers coordinator HOYs PSHE programme HODs Family Support Worker.	July 2019
Improve attendance rates for pupils who are eligible for PP.	Utilise family support worker and ESW to monitor pupils and follow up quickly on absences and to identify patterns. First day response to absence. Mentoring support offered to encourage higher levels of attendance.	Pupils cannot make progress if they do not attend and the inextricable link between attendance and attainment need to be reinforced regularly with pupils and parents and carers.	Regular monitoring of pupil attendance and identification of patterns of absence. Mentoring support offered to explore all barriers and attempt to eradicate any barriers. Monitoring of improved attendance of pupils who are eligible for PP linked to attendance and punctuality.	Pastoral Coordinator Family Support Worker ESW Pastoral Secretary HOYs	Weekly.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve levels of participation in extra-curricular activities for pupils who are eligible for PP.</p>	<p>Provide targeted support for pupils who lack awareness of relevant extra-curricular opportunities.</p> <p>All activities have register lists which can be collated.</p>	<p>Provision of the highest quality extra-curricular learning opportunities to ensure all pupils can feel fully involved in the school community. All pupils can access the extra-curricular opportunities. To support specific pupils and their families to develop themselves in a range of different ways.</p>	<p>Regular monitoring of pupil attendance and identification of patterns of participation. Practical support offered to explore all barriers and attempt to eradicate any barriers for extra-curricular opportunities. Monitoring of improved attendance of pupils who are eligible for PP.</p>	<p>All staff leading extra-curricular activities in school.</p>	<p>July 2019</p>
<b>Total budgeted cost</b>					<p>£180 000</p>
<p><b>iii. Other approaches</b></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase parental engagement at parental evenings and support meetings for families who have pupils who are eligible for PP.</p> <p>Continue to review Year 6 transition arrangements</p>	<p>Ensure information is regularly communicated with pupils, parents and carers. Offer support for pupils who require EAL support.</p>	<p>We have identified a pattern of non-attendance with pupils who are eligible for PP and have EAL support needs.</p>	<p>Registers of attendance. Follow-up by HOY after Parents Evenings.</p>	<p>Pastoral Coordinator PP Coordinator HOYs Family Support Worker Form Tutors</p>	<p>July 2019</p>
<p>Offer intensive pastoral support to remove barriers to learning</p>	<p>Ensure information is regularly communicated with pupils, parents and carers.</p>	<p>Due to increasing levels of deprivation in our local areas, a number of pupils who are eligible for pp continue to need support in order to remove any potential barriers to learning.</p>	<p>On-going support and issues raised at weekly pastoral and SLT meetings.</p>	<p>Pastoral Coordinator PP Coordinator HOYs Family Support Worker Form Tutors</p>	<p>July 2019</p>
<b>Total budgeted cost</b>					<p>£52 000</p>



7. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase attainment at GCSE	<p>-Additional revision and intervention sessions for all pupils.</p> <p>-Pitch Perfect – Raising attainment project</p> <p>-Provision of examinational materials for assessments and internal examinations.</p>	<p>GCSE attainment remained as a significant strength of the school. There was a significant reduction in the gap in progress between PP and non-PP pupils.</p> <p>The numbers of pupils achieving the highest grades increased from the previous year. Further use of PiXL resources.</p> <p>Pupils gained in confidence and understanding of the requirements of their KS4 courses.</p>	<p>Following discussions with specific pupils on the disadvantaged lists from this GCSE cohort, they appreciated the additional intervention sessions during holidays and Saturdays and found the flexible approach to study leave enabled them to use their study time effectively.</p> <p>Staff shared resources extensively and enabled a number of pupils to exceed their target grades.</p> <p>Continue to ensure examination requirements and assessment details are regularly shared with pupils.</p>	£43 540
Improve attendance	<p>-Appointment of ESW to monitor attendance</p>	<p>There had been an improvement overall in the attendance rates.</p>	<p>There are still a number of barriers to attendance which need to be addressed.</p>	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Reduce the progress and attainment gap between pupils who are eligible for PP and others in KS3 and KS4	<ul style="list-style-type: none"> <li>-Mentoring</li> <li>-Motivational groups</li> <li>-Parental engagement workshops</li> <li>-Parental Information Evenings</li> <li>-Individualised support plans</li> <li>-Study leave in school</li> <li>-Extended provision</li> </ul>	<p>We have offered a range of approaches in order to inform parents about the changes to the tracking systems which has ensured that pupils in KS3 are able to understand how they are assessed and parents appreciate the importance of progress within KS3.</p> <p>The combination of all of the approaches has resulted in an increase in the KS4 attainment of pupils who are eligible for PP, however there are still a number of barriers which caused the current attainment gap.</p>	<p>We will continue to offer the extensive levels of support for all pupils with an increased focus on Year 7 pupils through our involvement with the RADY (Raising Attainment of Disadvantaged Youngsters) project to maximise progress at KS3.</p> <p>Our website has been significantly updated to add further information for pupils and parents and the extensive VLE, Firefly is being further developed to ensure the curriculum can be fully accessed by all pupils.</p> <p><b><u>Challenges faced 2017 – 2018</u></b> <b><u>Year 11 GCSE groups</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing issues with low level of attendance for some pupils who are eligible for PP.</li> <li>• Further support required to support pupils with SEMH needs.</li> <li>• Lack of parental engagement from some families who are eligible for PP.</li> <li>• Lack of Year 11 attendance at some additional support sessions after school, on Saturdays and during holidays.</li> <li>• Some staff absence creating additional timetable pressures in some core departmental areas.</li> </ul>	£151 402

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Removal of any potential barriers to learning	<ul style="list-style-type: none"> <li>-Intensive pastoral support to remove barriers to learning</li> <li>-Extended use of the library until 6pm</li> <li>-External provision for examination support for English and Maths</li> <li>-Specific projects to support pupils with SEMH issues such as the Wings project</li> <li>-Provision of transport support to improve attendance levels.</li> <li>-PSHE provision and extra-curricular activities</li> </ul>	The combination of all of the approaches has resulted in an increase in the levels of progress of pupils who are eligible for PP, however there are still a number of barriers which caused the current attainment gap.	<p><b><u>Areas of focus for 2018- 2019</u></b></p> <ul style="list-style-type: none"> <li>• Continue to collate register lists for additional interventions are collated and parents contacted to ensure that all girls are accessing the support on offer at an earlier point.</li> <li>• Earlier intervention, with a sharper focus on progress rather than attainment.</li> <li>• Friday staff briefings will continue to raise issues for pupil attainment and Thursday staff briefings for any behaviour concerns.</li> <li>• Middle leaders continue to work closely with the Raising Standards leader and the PP coordinator to identify most appropriate methods for pupil support.</li> <li>• Encourage all pupils and staff to actively use Firefly as an interactive and engaging revision tool.</li> <li>• Ensure that PP funding is reported in a clear and accessible manner, identifying how the funding has benefited pupils who are not eligible for PP funding due to the nature of our whole school approach to raising standards.</li> </ul>	£49 750

## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)