

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Pauls School for Girls
Number of pupils in school – years 7-13	1056
Proportion (%) of pupil premium eligible pupils – based on years 7-11 eligibility	30%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	31.12.24
Date which it will be reviewed	October 2025, October 2023 ⁶ and October 2027
Statement authorised by	Dr D.E.Casserly, Headteacher
Pupil premium lead	Miss Y Forrest, PP Co-ordinator
Governor / Trustee lead	Mrs J Djukic, Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,030 (Estimated)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£253,030 (Estimated)

Part A: Pupil premium strategy plan

Statement of intent

St Paul's strives to provide the highest quality of teaching and learning for and students are encouraged to aim for both personal and academic excellence. This aim is rooted in the words of our Foundress, Mother Genevieve Dupuis, to 'do your very best for the children'. Our mission statement calls for all students '...to be given the opportunity to develop fully as persons and thus have equality of access to the Curriculum'. Every student at St Paul's is supported to achieve the best possible outcomes, irrespective of their economic background, this includes those with additional barriers to learning as a result of economic disadvantage.

Poverty creates barriers which prevent children from accessing education and internally and nationally, research shows that on average disadvantaged students make less progress than their non-disadvantaged peers. There is strong evidence that "what happens in the classroom makes the biggest difference and [...] good teaching for all has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018). Therefore, as a school firstly we prioritise the highest quality teaching and learning practice within a broad, culturally rich, knowledge-based curriculum in which the physical, mental, spiritual, cultural and intellectual growth of each student is nurtured. In addition, curriculum leaders at St Pauls target specific academic and pastoral intervention and support packages for our students based on their specific barriers to learning. Many of the measures we put in place to support our disadvantaged students are also expected raise outcomes of other groups within school, for example those with Special Education Needs & Disabilities, English as an Additional Language and students who are the highest prior attainers. Investment to support the highest quality teaching and learning, targeted academic intervention and wider school opportunities are being made from Pupil Premium funding and are central to supporting the success of disadvantaged students at St Pauls.

Our pupil premium strategy and objectives are wide and must be responsive to the individual challenges faced by our disadvantaged students and their specific needs as and when they arise. We acknowledge there is no "one size fits all" approach for supporting the individual needs of our students and our objectives are based on research, internal reviews and current attainment and progress of our disadvantaged students.

3 year strategy 2024-2027 objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils by accelerating progress of disadvantaged pupils.
- Provide access to a broad and balanced curriculum, building in enrichment and cultural capital opportunities to broaden experiences for all pupils.
- Provide effective provision for social, emotional and mental health and physical wellbeing so pupils are healthy and therefore able to access learning effectively.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of Disadvantaged students is generally lower than that of their peers for those attaining 5 or more pass grades including Maths and English. There remains a small a gap in the attainment of Disadvantaged and Non-disadvantaged students in Maths and English. (2024: 9-5 English and Maths Non PP: P8 1.35 and PP: P8 0.764)
2	Internal assessment confirms that Disadvantaged students who are Most Able achieved higher in 2024 (7-9 GCSE including maths and English. MA PP: P8 1.65, MA Non PP: P8 1.00). The challenge will be maintaining this standard.
3	Assessment, wellbeing survey results, teacher observations and student voice suggest many of our lowest attaining pupils are Disadvantaged students who report that they struggle to tackle challenging learning tasks independently and lacking productive study skills and habits in non-structured learning time e.g. while at home. Knowledge and application of metacognitive strategies to support effective learning, and this impacts their ability to revise effectively for assessments, PPEs and external examinations. In addition, the impact of affluence and poverty is also evident in our students' reflections on the kind of environments they do their home learning in. Students who are not Disadvantaged were more likely to report they had access to quiet, well-resourced study spaces, contrasting with crowded, poorly resourced, noisy conditions with distractions.
4	Observations and discussions with teachers, students and their parents in the wellbeing survey confirms that social and emotional issues, such as anxiety, depression (diagnosed by medical professionals), and low self-esteem teamed with low aspiration are particular concerns. It is thought this is partly driven by experiences during the pandemic and concerns about lost learning time, exam preparation and future prospects, also exacerbated by the lack of enrichment opportunities at the time of the pandemic which have affected our disadvantaged students disproportionately. During the pandemic, school referrals for social,

	emotional, and mental health support markedly increased.
5	Attendance data indicates that attendance among Disadvantaged students has been consistently slightly higher than for Non-disadvantaged students with the average attendance figures for Disadvantaged students at 96.4% in Nov 2024. Research indicates absenteeism has a significant negative impact on student's engagement and behaviour, wellbeing, and attainment, increasing the risk of students becoming NEET or with lower post-16 aspiration. Commonly stated reasons for absenteeism have also been connected to lack of resources in the home such as uniform, travel expenses, school stationary and other equipment as barriers to attendance.
6	Inequalities derived from living in poverty including resourcing within the home such as access to dependable ICT resulting in ineffective use of e-learning platforms such as Teams for home learning, revision, school updates and curriculum details; quiet study spaces and stationary including specialist equipment e.g. calculators; access to proper nutrition; travel and uniform expenses. Economic insecurity causes students and their families to experience higher levels of stress which impacts on their mental health, ability to focus on their learning and overall progress and attainment.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (2024 - 2027), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Narrow the attainment gap between Disadvantaged and Non-disadvantaged students by accelerating progress of disadvantaged students.	The gap between disadvantaged and non-disadvantaged will be smaller than the previous year. (2024: 9-5 English and Maths Non PP: P8 1.35 and PP: P8 0.764)
Provide a broad curriculum, which also gives Disadvantaged students access to a wide variety of enrichment and cultural capital building scenarios including extra-curricular opportunities.	Disadvantaged students are proportionally represented in participation in extra-curricular trips, visits and clubs. Students reflect positively that they have been supported with their own 'Personal Development' and have had access to experiences which enabled them to learn new skills and realise talents, access new experiences, develop character and resilience, and learn about British values, diversity and mental health & well-being. Cultural Capital is clear and evident within lessons supported by staff training teaching and learning sessions.
Establish effective provision for social, physical wellbeing, emotional and mental	Qualitative data from student voice, student and parent surveys and teacher

<p>health pastoral support which enable students to improve their decision-making skills, interactions with others, self-esteem and resilience and their self-management of emotions, to support greater engagement in learning, progress and attainment.</p>	<p>observations will show that social and emotional interventions have resulted in improvement in student's ability to interact positively with their peers and adults, their self-management of emotions, self-esteem and raise educational aspiration of students.</p> <p>A positive increase in students attendance figures, attainment and progress and positive/negative logs as an indicator of engagement along with teacher feedback and pupil/parental voice.</p> <p>The average attendance for all pupils so far this year (Nov 24) is 95.9%. The average attendance for PP students is 96.3% highlighting that attendance for the general cohort is not a main concern but should still be continued to be monitored.</p> <p>Regarding positive logs 2023-2024 data showed that PP students consistently received more positive logs than expected across all terms. The data also showed however that PP students are consistently overrepresented in negative behaviour logs across all terms.</p> <p>FSM will be utilised by PP students in addition to free morning bagels.</p> <p>Students can be referred to the Pupil Premium Co-ordinator by the HOY via the pastoral referral form – this can be to provide academic/pastoral/emotion support/wellbeing support.</p>
<p>Improved metacognitive and self-regulatory skills among Disadvantaged Students across all subjects at KS4 which improves quality of independent study.</p>	<p>Teacher feedback and classroom observations will demonstrate that Disadvantaged students in Year 11 are better at monitoring and regulating their own learning independently. This finding is supported by home learning completion rates (evident from number of homelearning logs) and 'therapy' completions after PPE's across all subjects. Further more, ATL scores of 'Independent Learning' of PP students will improve.</p>
<p>To achieve and sustain improved attendance for all students, particularly our Disadvantaged students.</p>	<p>Sustained high attendance will be demonstrated by the overall attendance for all students of at least 95%.</p>

Activity in this academic year - 2024/2025

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £123,000 (Estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of digital technology and e-resource subscriptions e.g. Kerboodle and training for staff and pupils and effective monitoring of pupil access and usage.</p>	<p>Digital technology has the potential to increase the quality and quantity of practice and revision that students undertake outside of the classroom. Research suggests e-resources can be engaging and motivating for students. However, monitoring of how it is being used, is likely to reduce the risk that the technology becomes a tool that widens the gap between successful learners and their peers.</p> <p><u>EEF - Using Digital Technology to Improve Learning - educationendowmentfoundation.org.uk</u></p>	<p>1,2</p>
<p>Developing metacognitive and self-regulation skills in KS4 students. This will involve ongoing teacher training and support and training and mentoring support for small target groups and 1:1 intervention with students with lower than expected progress and/or other significant needs.</p>	<p>Teaching metacognitive strategies to students in schools can be an inexpensive method to help them to become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. <u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1,2,3</p>
<p>Purchasing reading books for students for departmental literary resourcing.</p>	<p>Evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD,2002). Benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge</p>	<p>1,2,4</p>

	<p>(Clark and Rumbold, 2006: Sutton Trust, 2010).</p> <p>https://www.suttontrust.com/wp-content/uploads/2010/02/Sutton_Trust_Cognitive_Report-2.pdf</p> <p>There is a positive relationship between the estimated number of books in the home and attainment of children (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011). Yet one in eight disadvantaged pupils in the UK don't own a single book (National Literacy Trust, 2017).</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	
Staffing of key responsibilities relating to disadvantaged learners including pastoral, curriculum leads and raising standards leads and CPD for supporting effective practice and expertise.	<p>Supporting high quality teaching is pivotal in improving children's outcomes and narrowing the disadvantage gap. Research proves a growing consensus that access to effective professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development - Guidance report EEF</p>	1,2

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

Budgeted cost: £ 80,000 (Estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending the school day for core teaching and learning time for targeted academic intervention across the curriculum. This includes after-school and holiday intervention in smaller groups.	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>EEF – Teaching and Learning Toolkit – 'Extending core teaching and learning time'. and Guidance/pupil-premium-effective-use-and-accountability (https://www.gov.uk)</p>	1,2
Small group and 1:1 teaching for students whose education has been most impacted	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. One to one tuition EEF</p>	1,2,3

by the pandemic. A significant proportion of which will be students who are both disadvantaged high attainers and those with SEND.	educationendowmentfoundation.org.uk And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Academic and behavioural mentoring systems, CPD for mentors and resourcing	Mentoring has positive impacts for pupils from disadvantaged backgrounds, and also for non-academic outcomes such as attitudes to school, attendance and behaviour. Programmes must have a clear structure and expectations, provide training and support for mentors are associated with more successful outcomes. Mentoring - EEF Toolkit (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number addressed
Social, emotional, and mental health intervention programmes, mindfulness training and specialist counselling support.	Analysis by EEF suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on their academic achievement, wellbeing, resilience and motivation. EEF 'Testing the link between non-cognitive skills and academic achievement.'	1,2,4
The Scholars Programme 'The Brilliant Club' for KS3 to support Disadvantaged students to develop the knowledge, skills and confidence to secure a place at a competitive/selective university.	An independent analysis by UCAS showed that pupils who have taken part in The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly selective university than pupils with similar socio-demographic background and GCSE attainment. Thebrilliantclub.org - Programme research and evaluation and Aspiration interventions - educationendowmentfoundation.org.uk/	2,3,4
Access to a wide variety of enrichment and	The importance of cultural, social and arts-based opportunities to support the wider learning of Disadvantaged students is well reported. Schools	4,6

<p>other cultural capital building events including extra-curricular trips, visits, and contributions towards peripatetic music tuition, Duke of Edinburgh Award and Air Cadets. Other professionally delivered, nationally recognised training & qualifications included.</p>	<p>can have a key role in enhancing cultural capital of its students which helps to remove barriers to accessing and understanding the wider curriculum. Students who take part in arts-based activities, such as music tuition, can have a positive impact on academic outcomes, although it is important to remember that arts engagement is valuable in and of itself. Out-of-school activities can help build self-confidence, resilience and foster a love of learning. Children from advantaged backgrounds experience more structured and supervised out-of-school activities than those from disadvantaged backgrounds and disadvantaged students are not proportionally represented within school trips, after-school clubs and music provision due to issues of funding.</p> <p><u>EET - Arts, drama, dance, music participation - educationendowmentfoundation.org.uk/</u></p> <p>And</p> <p><u>DfE-OFSTED-school inspection update 2019 /Pupil-Premium-Case-Studystoke-newington.pdf</u></p> <p>And</p> <p><u>Experiences of poverty - Joseph Rountree Foundation</u></p>	
<p>Attendance/support officers will be appointed to improve attendance. whole school strategy for attendance.</p>	<p>Attainment 8 and Progress 8 scores at KS4 are strongly associated with a pupil's KS4 absence rates. <u>NFER: Being Present: the Power of Attendance on Stability and for Disadvantaged Students</u></p> <p>Through embedding principles of good practice set out in <u>DfE's Improving School Attendance</u> advice. School's attendance, safeguarding and pastoral support policies are effective when students and parents clearly understand attendance targets, consequence systems and the escalation of procedures to address absence. These must be implemented consistently and reviewed regularly by pastoral teams and attendance support officer.</p>	<p>1,2,5</p>
<p>Provision for travel/transport to improve attendance levels</p>	<p>Economic insecurity causes students and their families to experience challenges with ensuring all members of the family have access to transportation. If families are unable to afford bus passes, students are unable to access school and have irregular and poor attendance. Both attainment and Progress scores are strongly associated with a pupil's absence rates/attendance and therefore supporting struggling families with provision such as bus passes, train passes on a termly basis or flexibly as needed, should be seen as essential to support good attendance and punctuality.</p>	<p>5,6</p>

	<u>NFER: Being Present: The Power of Attendance on Stability and for Disadvantaged Students</u>	
Nurture group/breakfast club – social, emotional and behavioral intervention daily	<p>Social and emotional nurture groups have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into daily/routine educational practices, and the majority of studies report higher impact with older pupils. SE nurture programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p> <p><u>www.nurtureuk.org - The-EEF-Toolkit-and-Nurture-Groups</u></p>	1,3,4,5
Extended and supervised opening of the library until 6pm for study and ICT access	<p>A report from the Institute of Fiscal Studies found that children from non-disadvantaged families spent around 30% more time on home learning and independent study at home than are those from poorer families. They also spent longer on home learning; they have access to more individualized resources such as use of ICT which supported meetings/regular chats with teachers; home set-up for distance learning during the pandemic and generally for home study/ independent study away from school hours. Schools should provide the opportunity for all students to harness the wide range of resources as its disposal, from ICT to accessing textbooks and revision guides in order to work as effectively as possible during independent study time.</p> <p><u>https://www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day/</u> and <u>www.ifs.org.uk - Inequalities in education, skills, and incomes in the UK</u></p>	1,2,6
Providing pupils with their own specialist equipment/stationery and essential items such as uniform to support full access to the curriculum	<p>Wearing a uniform and providing equipment like stationary on its own, is likely to improve learning, however it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behavior and students 'readiness to learn'. Disadvantaged households are less likely to be able to afford the cost of school uniforms and other resources and therefore it should be considered what provision can be made to cover the costs of things like uniform.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-</u></p>	6

	<u>uniform</u> and https://www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day/	
Contingency fund for responding to critical needs.	Based on our previous experiences, we have identified a need to set aside a small amount of funding in order to be able to quickly and efficiently respond to the specific and individualized needs of our Disadvantaged students which have not yet been identified at this point in the academic year.	All objectives

Total budgeted cost: £ 253,000

Part B: Review of outcomes in the previous academic year - Year 1 - 2023-2024 review

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Students achieving 5 or more GCSEs at grades 4-9 (including English and Maths)

- 78.6% of Pupil Premium students achieved this
- 93.3% of other students achieved this
- This creates a gap of 15% between the two groups

Students achieving 5 or more GCSEs at grades 5-9 (including English and Maths)

- 64.3% of Pupil Premium students achieved this
- 84.4% of other students achieved this
- This creates a larger gap of 20% between the two groups

Commentary on the Gap:

The data reveals significant gaps in achievement between Pupil Premium and non-Pupil Premium students in Summer 2024. The gap is particularly concerning at the higher grades (5-9), where it widens to 20%. This suggests that while Pupil Premium students are generally achieving passing grades, fewer are reaching the higher grade boundaries compared to their peers.

The gap between PP and non PP students was at it largest in 2022 and decreased substantially in 2023. Whilst the Progress 8 score of PP students increased by a significant amount in 2024, the gap widened between their peers.