Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	1089
Proportion (%) of pupil premium eligible pupils	30.4%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	31.12.2021
Date on which it will be reviewed	September 2024
Statement authorised by	Dr D.E.Casserly, Headteacher
Pupil premium lead	Mrs E Smith, PP Co-ordinator
Governor / Trustee lead	Mrs J Djukic, Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,000
Recovery premium funding allocation this academic year	£34,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£259,075

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.

Our objectives are to:

•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 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. In 2021, the number of Disadvantaged students achieving 5 or more GCSE pass grades at 4-9 was 79%, compared to 91% for their Non-disadvantaged peers, and those achieving strong passes at grades 5-9 was 52%, compared to 74% for their Non-disadvantaged peers. There is a gap in the attainment of Disadvantaged and Non-disadvantaged students in Maths and English. This gap has increased on the previous year from 8% to 11% (4-9) and 12% to 22% (5-9).
2	Internal assessment confirms that Disadvantaged students who are also Most Able and SEND have lower attainment compared to their peers. Disadvantaged students with SEND had previously outperformed our Non-disadvantaged students with SEND by 12%. However, in 2021, 42% achieved pass grades of 4-9 with Maths and English, this was a decrease on the previous year of 20%. In 2021, students who were both Disadvantaged and Most Able was a considerably smaller cohort than in previous years with only 7 pupils in total. However, of this albeit very small cohort, 0% achieved grades 7-9 in Maths and English, compared to 59% for pupils who were Most Able but not Disadvantaged.
3	Assessment, teacher observations and student voice suggests that across the curriculum, many of our lowest attaining are Disadvantaged students who report that they are struggling with understanding how to tackle challenging tasks independently and lacking productive study skills and habits in non-structured learning time at home. They need knowledge and application of metacognitive strategies to support effective learning, and this significantly 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 for many Disadvantaged students.

4	Observations and discussions with teachers, students and their parents in the wellbeing survey confirmed that social and emotional issues, such as anxiety, depression (diagnosed by medical professionals), and low self-esteem teamed with low aspiration are particular concerns for our students. It is though 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. Currently,126 students (43 of whom are Disadvantaged) currently require significant additional social and emotional and mental health support in school. This is significantly higher than in previous years.
5	Attendance data indicates that attendance among Disadvantaged students has been consistently lower than for Non-disadvantaged studnets with the average attendance figures for Disadvantaged students dipping just below 94% in 2021. Punctuality issues and lateness are also higher for Disadvantaged students. In 2021, 50% of students who are 'persistently absent' were Disadvantaged. Absenteeism has a significant and negatively impact on student's engagement and behaviour, wellbeing, academic performance 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,
6	Inequalities derived from living in poverty including resourcing within the home including access to dependable ICT resulting in a lack of engagement and ineffective use of e-learning platforms such as Firefly 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**, 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.	Disadvantaged students achieving 5 or more GCSE pass grades at 4-9 inc En Li/La & Ma increase to 85%. Disadvantaged students achieving 5 or more strong passes at grades 5-9 inc En Li/La & Ma increase to 65%.

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.
Establish effective provision for social, emotional and mental 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.	Qualitative data from student voice, student and parent surveys and teacher observations shows 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. 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.
Improved metacognitive and self-regulatory skills among Disadvantaged Students across all subjects at KS4 which improves quality of independent study.	Teacher feedback and classroom observations 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 and 'therapy' completions after PPE's across all subjects.
To achieve and sustain improved attendance for all students, particularly our Disadvantaged students.	Sustained high attendance demonstrated by the overall absence rate for all students being no more than 96%. The percentage of Disadvantaged students who are persistent absentees being below 30% the total number.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of digital technology and e-resource subscriptions and training for staff and pupils and effective monitoring of pupil access and usage.	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. EEF - Using Digital Technology to Improve Learning - educationendowmentfoundation.org.uk	1,2
Developing metacognitive and self-regulation skills in KS4 students. This will involve ongoing teacher training and support and training.	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. Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF	1,2,3
Purchasing reading books for students for daily designated reading time (DEAR) and departmental literary resourcing.	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 (Clark and Rumbold, 2006: Sutton Trust, 2010).	1,2,4

	https://www.suttontrust.com/wp-content/uploads/2010/02/Sutton_Trust_Cognitive_Report-2.pdf	
	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). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
Staffing of key responsibilities relating to disadvantaged learners including pastoral, curriculum leads and raising standards leads and CPD for supporting effective practice and expertise.	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. Effective Professional Development - Guidance report EEF	1,2

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

Budgeted cost: £ 108,000

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.	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. EEF – Teaching and Learning Toolkit – 'Extending core teaching and learning time'. and Guidance/pupil-premium-effective-use-and-accountability (https://www.gov.uk)	1,2
Small group and 1:1 teaching for students whose education has been most impacted by the pandemic. A significant proportion	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 (educationendowmentfoundation.org.uk)	1,2,3

of which will be students who are both disadvantaged high attainers and those with SEND.	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 (educationendow-mentfoundation.org.uk)	

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number addressed
Access to 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' opportunities for Year 7 and Year 8. Supporting Disadvantaged students to develop the knowledge, skills and confidence to secure a place at a competitive 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 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.	The importance of cultural, social and arts-based opportunities to support the wider learning of Disadvantaged students is well reported. Schools 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. EET - Arts, drama, dance, music participation - educationendowmentfoundation.org.uk/ And DfE-OFSTED-school inspection update 2019 /Pupil-Premium-Case-Studystoke-newington.pdf And Experiences of poverty - Joseph Rountree Foundation	4,6
Attendance/support officers will be appointed to improve attendance. whole school strategy for attendance.	Attainment 8 and Progress 8 scores at KS4 are strongly associated with a pupil's KS4 absence rates. NFER: Being Present: the Power of Attendance on Stability and for Disadvantaged Students Through embedding principles of good practice set out in DfE's Improving School Attendance 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.	1,2,5
Provision for travel/transport to improve attendance levels	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	5,6

	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. NFER: Being Present: The Power of Attendance on Stability and for Disadvantaged Students	
Nurture group/breakfast club – social, emotional and behavioural intervention daily	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. www.nurtureuk.org - The-EEF-Toolkit-and-Nurture-Groups	1,3,4,5
Extended and supervised opening of the library until 6pm for study and ICT access	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. https://www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day/ and www.ifs.org.uk - Inequalities in education, skills, and incomes in the UK	1,2,6
Providing pupils with their own specialist equipment and stationery and uniform to support full	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	6

access to the curriculum	considered what provision can be made to cover the costs of things like uniform. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform 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: £ 264,000

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.

In 2021, the number of Disadvantaged pupils achieving 5 or more pass grades at 4-9 was 79%, compared to 91% for their non-disadvantaged peers, and those achieving strong passes at grades 5-9 was 52%, compared for 74% for their non-disadvantaged peers. There remains a small gap between the attainment of Disadvantaged and Non-disadvantaged pupils achieving strong pass grades in Maths and English. This gap has increased on the previous year from 8% to 11% (4-9) and 12% to 22% (5-9). The 3-year trend shows that the gap between Disadvantaged pupils attainment and progress towards their target grades was closing between 2018/2019 and 2019/2020, but has now increased, and more significantly so for those achieving 5 strong pass at grades 5-9.

The three-year trend from 2019-2021 confirms that pupils who are both Disadvantaged and EAL perform slightly less well in Maths and English than those who are EAL but not Disadvantaged. This is less substantial for numbers achieving grades 4-9 in Maths and English, where the gap was small and fluctuated between 1%-4%. However, it is more significant for numbers of Disadvantaged EAL pupils achieving strong passes at grades 5-9 for Maths and English, where the gap has risen on the previous year from 4% to 20%. This group also performed less well than the previous year, dipping by 9%. This is possibly due to the impact of extended periods of home-schooling for EAL pupils who may have experienced a lack of exposure to spoken English language during long periods of school closure and self-isolation. Presently, pupils are now back in the classroom much more consistently than in the previous 16 months and are therefore receiving high quality, face to face teaching and EAL support.

In 2020 there was a considerable increase in the attainment of Disadvantaged pupils with SEND, with 39% more gaining 4-9 grades in Maths and English and 16% more gaining grades 5-9. Disadvantaged pupils had also previously outperformed the Non-disadvantaged pupils with SEND by 12% for grades 4-9 in 2020. In 2021, 42% of pupils who were Disadvantaged and SEND achieved pass grades of 4-9 with Maths and English, this was a decrease on the previous year of 20%. In addition, 33% of Disadvantaged pupils with SEND achieved strong passes at 5-9 in Maths and English and his was an increase on the previous 2 years of 15%. The trend demonstrations that more Disadvantaged pupils with SEND are achieving strong passes at grades 5-9 in Maths and English year on year. This confirms the success of effective CPD for effective/outstanding teaching and learning in the classroom and for small group

interventions for Disadvantaged students with SEND and also for targeted Maths and English interventions.

Last year there were considerably fewer pupils who were both Disadvantaged and Most Able with only 7 pupils in total compared to 24 pupils and 19 pupils in the 2 years previously. For these 7 pupils, 0% achieved the highest grades of 7-9 in Maths and English, compared to 59% for pupils who were Most Able but not Disadvantaged. Although the trend for both groups showed a decline from the previous year, it was greater for pupils who were both Most Able and Disadvantaged. This confirms that Most Able Disadvantaged pupils and Disadvantaged pupils with SEND have been more significantly impacted by school closures and the associated educational challenges during the pandemic.

Despite being on track to close the gap between the attainment and progress scores of our Disadvantaged students and Non-disadvantaged students during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised mainly due to the challenges of distance learning and subsequent periods of school closure due to national lockdowns during the pandemic. Our internal assessments and pupil voice in 2021 have demonstrated that student behaviour, wellbeing and mental health have been significantly impacted by students and families experiences during the pandemic, and this impact was particularly acute for our Disadvantaged students. We plan to continue to use pupil premium funding to provide wellbeing and social, emotional and mental health support for all students, building on previous successful approaches in our new strategy plan. Covid-19 has undoubtedly disrupted the education of our students to varying degrees however our data analysis along with national research data suggests that it was most detrimental to Disadvantaged students, were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended in the previous pupil premium strategy. Every effort was made to mitigate the impact of school closures and distance learning for all of our students. This included maintaining a high-quality curriculum which was as similar to our 'normal' school experience was vigorous and included a full schedule of online lessons mirroring pupils usual school timetable, access to ICT support and online resources such as those provided by Oak National Academy, Kerboodle, Tassomi and Firefly and daily HoY contact and exceptional pastoral care.

The 2021/22 pupil premium strategy planning will use pupil premium funding to provide support for all students, building on previous successful approaches and new interventions taking into consideration evidence based research into how school can best meet the needs of its disadvantaged students.