

# 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 Paul’s School for Girls
Number of pupils in school – years 7-13	1023
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	31.12.2021
Date which it will be reviewed	November 2022, November 2023 and November 2024
Statement authorised by	Dr D.E.Casserly, Headteacher
Pupil premium lead	Mrs E Smith, PP Co-ordinator / Ms B Tibbits Forrest PP Coordinator Sept 2023 onwards
Governor / Trustee lead	Mrs J Djukic, Governing Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,540
Recovery premium funding allocation this academic year	£69,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£321,540</b>

## 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 2021-2024 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 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.
2	Internal assessment confirms that Disadvantaged students who are Most Able and those with SEND have lower attainment compared to their peers, this includes the numbers of pupils achieving the highest grades 7-9 in Maths and English.
3	Assessment, 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 lower than for Non-disadvantaged students with the average attendance figures for Disadvantaged students dipping just below 94% in 2021. Punctuality issues are also higher for Disadvantaged students. 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 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 (**currently year 3 – 2023-2024**), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Continue to narrow the attainment gap between Disadvantaged and Non-disadvantaged students by accelerating progress of disadvantaged students.	To decrease the gap in the % of PP vs non PP students achieving a grade 5-9 in English and maths  Summer 2022 – 14% gap (72% PP vs 86% non PP)  Summer 2023 – 5% gap (71% PP vs 76% non PP)
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. In addition, all students took part in the 'Performance Learning' programme to improve study skills, self regulatory metacognitive skills successfully.
To achieve and sustain improved attendance for all students, particularly our Disadvantaged students.	Sustained high attendance demonstrated by the overall attendance for all students of at least 96%. The percentage of Disadvantaged students who are persistent absentees (with attendance below 96%) being below 25% of the total number of pupils.

### Activity in this academic year - 2023/2024

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

## Teaching

Projected budgeted cost - £160,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In line with the SIP – develop oracy skills in students, involving teacher training in this vital area.</p>	<p>Pedagogical approaches that focus on speaking, listening and a combination of the two all show positive impacts on the attainment of young people.</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year (EEF). There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing language and speech skills, which may affect their school experience and learning. There is also evidence that a focus on oracy skills can support more able students and help narrow the gap between more able students in receipt of PP and their counterparts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,2</p>
<p>In line with the SIP – continue to purchase and refine the use of digital technology and e-resource subscriptions e.g. Kerboodle, Tassomi 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><a href="https://educationendowmentfoundation.org.uk/EEF-Using-Digital-Technology-to-Improve-Learning-">EEF - Using Digital Technology to Improve Learning - educationendowmentfoundation.org.uk</a></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</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. This should further address gaps between more able young people and their peers who are in receipt</p>	<p>1,2,3</p>

small target groups and 1:1 intervention with students with lower than expected progress and/or other significant needs.	of Pupil Premium. <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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. <a href="#">Effective Professional Development - Guidance report EEF</a>	1,2

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

*Projected budgeting cost £80,385*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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. <a href="#">EEF – Teaching and Learning Toolkit – ‘Extending core teaching and learning time’</a> and <a href="#">Guidance/pupil-premium-effective-use-and-accountability (https://www.gov.uk)</a>	1,2
Small group and 1:1 teaching for students whose education has been most impacted by the pandemic. A significant proportion of which will be students who are both disadvantaged high	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. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> BTF to lead a small focus group in year 11 for PP targeted students – offering personalised support	1,2,3



attainers and those with SEND.	as required. There will be a particular focus on More Able PP students to try and narrow the gap between these students and their non PP counterparts.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Projected budgeting cost – £80,385

Activity	Evidence that supports this approach	Challenge number addressed
Social, emotional, and mental health intervention programmes, mindfulness training and specialist counselling support from Torque Counselling and others.	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. <a href="#">EEF 'Testing the link between non-cognitive skills and academic achievement.'</a>	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. <a href="#">Thebrilliantclub.org - Programme research and evaluation</a> and <a href="#">Aspiration interventions - educationendowmentfoundation.org.uk/</a>	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.	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	4,6

<p>Other professionally delivered, nationally recognised training &amp; qualifications included.</p>	<p>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><a href="http://educationendowmentfoundation.org.uk/">EET - Arts, drama, dance, music participation - educationendowmentfoundation.org.uk/</a></p> <p>And</p> <p><a href="#">DfE-OFSTED-school inspection update 2019 /Pupil-Premium-Case-Studystoke-newington.pdf</a></p> <p>And</p> <p><a href="#">Experiences of poverty - Joseph Rountree Foundation</a></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. <a href="#">NFER: Being Present: the Power of Attendance on Stability and for Disadvantaged Students</a></p> <p>Through embedding principles of good practice set out in <a href="#">DfE's Improving School Attendance</a> 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><a href="#">NFER: Being Present: The Power of Attendance on Stability and for Disadvantaged Students</a></p>	<p>5,6</p>
<p>Nurture group/breakfast club – social, emotional and behavioral intervention daily</p>	<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</p>	<p>1,3,4,5</p>

	<p>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. We plan to investigate the link between exclusions and PP receipt.</p> <p><a href="http://www.nurtureuk.org">www.nurtureuk.org</a> - <a href="#">The-EEF-Toolkit-and-Nurture-Groups</a></p>	
<p>Extended and supervised opening of the library until 6pm for study and ICT access</p>	<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><a href="https://www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day/">https://www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day/</a></p> <p>and</p> <p><a href="http://www.ifs.org.uk">www.ifs.org.uk</a> - <a href="#">Inequalities in education, skills, and incomes in the UK</a></p>	<p>1,2,6</p>
<p>Providing pupils with their own specialist equipment/stationery and essential items such as uniform to support full access to the curriculum</p>	<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'.</p> <p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>and</p> <p><a href="https://www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day/">https://www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day/</a></p>	<p>6</p>
<p>Contingency fund for responding to critical needs.</p>	<p>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</p>	<p>All objectives</p>

	which have not yet been identified at this point in the academic year.	
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## Part B: Review of outcomes in the previous academic year - Year 2 - 2022-2023 review

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The narrowing of the attainment and progress gap continues to improve for our disadvantaged students in the last academic year.

#### **2022**

Progress 8 for PP students 1.03

Progress 8 for NON PP 1.22

GAP – 0.19

% of PP student's achieving a grade 5-9 in English and maths – 72

% of NON PP students achieving a grade 5-9 in English and maths – 86

Gap – 14%

#### **2023**

Progress 8 for PP students 1.24

Progress 8 for NON PP 1.38

Gap 0.14 (DECREASED from 2022)

% of PP student's achieving a grade 5-9 in English and maths – 71

% of NON PP students achieving a grade 5-9 in English and maths – 76

Gap – 5% (DECREASED from 2022)

We are delighted that all of the strategies that were used such as extended school opening, PP focus groups and interventions, increased metacognitive strategies and extensive wellbeing approaches appear to have been successful in narrowing the progress gap between PP and non PP students in the last year. Our progress score of 1.24 for PP student's is even more impressive given the national average score for a PP child in 2022 (2023 figures not yet available) was -0.55, the SPG progress is outstanding and has improved significantly from SPGs previous progress scores.

A mere 5% gap between PP and non PP students in terms of achieving 5 grade 5s including English and maths is even more impressive when, in 2022, the national gap was 27.4% (2023 statistics not yet available). The narrowing of our gap in this area (from 29% in 2019 – the last pre covid figure) exemplifies the current strategy interventions and focuses are ensuring our students have access to quality, inclusive teaching and well monitored, targeted intervention which is working to reduce inequality for all of our students and their outcomes effectively. This work starts early in KS3 with targeted mentoring and coaching. Excellent outcomes are also clearly supported with high levels of attendance. The attendance of PP students in 2022/3 was excellent at 93% compared to 95% for non PP students.

Our visit from Ofsted in 2023 confirmed that – *‘All pupils enjoy a broad and ambitious curriculum. This includes disadvantaged pupils...’* *‘Pupils have access to a wide range of enrichment activities after school and at weekends. They particularly enjoy sporting and performing arts clubs. These are very well attended by pupils, including disadvantaged pupils’.* All SPG students accessed a whole school enrichment programme in 2022/3 which included an introduction to politics, visits to local places of worship, retreat days and many more. In 2022/3 98 PP students attended an extra curricular club – which is representative in terms of PP / non PP ratio as an overall average PP attendance of 32%.

Despite such excellent outcomes SPG will never become complacent. The focus on reducing the progress gap between our More Able Pupil Premium (MAPP) students and MA non-PP students, will be particular area of interest this year. Data shows us that our MAPP progress score was 0.34 compared to our MA non-PP students score of 0.88.

The 2023/24 pupil premium strategy and planning will continue to use pupil premium funding to build on previously implemented successful approaches and to develop new interventions with a strong link to positive evidence-based research into how the school can best meet the needs of our disadvantaged students and raise attainment for all.