

St Francis of Assisi Catholic College

'Nil satis optimum'



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Francis of Assisi Catholic College
Number of pupils in school	928 in years 7-11 1142 in all years
Proportion (%) of pupil premium eligible pupils	21.4
Academic year/years that our current pupil premium strategy plan covers	21/22 to 24/25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Mr L Salkeld
Pupil premium lead	Mr A Griggs
Governor / Trustee lead	Mr A Partington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,700
Recovery premium funding allocation this academic year	£14,408
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges that they face make good progress and maximise their attainment. We aim to equip students with the skills and qualifications that will allow them to progress to their desired outcome post-16.

Our strategy recognises that every disadvantaged student is an individual and to offer individual support according to their needs.

The focus of this pupil premium strategy is to support disadvantaged students to achieve their goals. We aim to support such pupils no matter what their previous attainment.

Our Mission Statement reflects our commitment to living and developing our faith community. Our aim is to provide an excellent Catholic education to develop and fulfil the potential of all pupils in our care. The school ethos is based on faith, culture and learning. High quality teaching is central to everything that we offer. We aim to ensure that disadvantaged students enjoy the best possible level of teaching as we are aware that such teaching is even more vital for disadvantaged students than others. By focusing on disadvantaged learners in the classroom we aim to address the attainment gap and ensure that all students make the best possible progress – Nil Satis Optimum.

Our approach is responsive to the challenges that face our disadvantaged students. Challenges have been identified using robust data collection and analysis. Evaluation will be based on similar data. The approaches adopted aim to operate at three levels: whole school teaching and learning, academic interventions for disadvantaged students and other activities that support students outside of the taught curriculum.

To ensure that the strategy is effective we will:

- Provide excellent teaching through recruitment, retention and CPD for staff
- Adopt a whole school approach where all staff take responsibility for outcomes and raise expectations of what students can achieve
- Ensure that students are challenged in the work that they are set
- Ensure that students receive the correct support to allow them to succeed
- Act early to intervene at the point the need is identified which includes strategies to improve attendance, targeted academic support for disadvantaged students including intervention, small group tuition, as well as assessment and examination support
- Ensure bespoke support to meet the needs of individuals

Challenges

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

Challenge number	Detail of challenge
1	PP students enter school with lower Maths attainment and the difference increases by the time they reach Y11. Analysis from September 2021 show that primary schools suggest that 31% of PP students were below expected attainment in Maths. This compared with 17% of non-PP students. In the TAGS of 2021 60% of non-PP students achieved a grade 5 or above in Maths but the figure dropped to 39%. National and local research suggests that PP students have experienced particular difficulties with Maths during lockdown. If not addressed directly the problems are likely to persist for some years.
2	PP students enter the school with lower reading ages than non-PP students. An average taken from Accelerated Reader and standardised tests suggest a 4 month difference between PP and non-PP students. A higher proportion of PP students are judged to be reading below their chronological age - 43% compared to 38%. National and local research suggests that PP students have experienced difficulties maintaining reading levels during lockdown. If not addressed directly the problems are likely to persist for some years and this will impact learning across the curriculum.
3	Attendance is lower for PP students than non-PP students. In 2021 PP students attended 91.4% of the time whilst for non-PP students the figure was 95.6%. 23 of 24 students with attendance below 80% were PP students.
4	The experience of lockdown highlighted a lack of access to technology for some PP students. 15 PP students were provided with additional ICT hardware. They had not highlighted the problem prior to lockdown. Lack of access is a particular problem as the school moves to more ICT based homework.
5	PP students do not see the relevance of school and as a result are more likely to experience problems with discipline which result in interruptions in learning. 5 of 9 managed moves away from the school in 2020-21 were PP students.
6	Further Development of aspirations and opportunities for disadvantaged students including IAG. Parents of PP students are less likely to have positive experiences of their own school career and are hence less likely to engage with SFA effectively.

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
Students improve outcomes at all levels of Maths learning.	Achievement at GCSE level will be equalised .i.e. there will be a close in the 2020 gap of 21% in 9-4 figures. Progress outcomes for PP and non-PP students will be similar and more than 51% will be making at least expected progress (DfE definition of above average).
Students show an improvement in reading skills.	Reading test (Accelerated reader/direct instruction) scores will show that PP students have matched their chronological age by the end of Y8. Lesson observations will show that students are able to engage with reading in lessons effectively.
Attendance for PP students will improve.	Attendance figures for PP students will be within 2% of those for non-PP students. The PP students will represent 50% of the long-term absentees rather than 95% as of 2020. Assessments indicate that high absence correlates with lower attainment.
All students will have access to the ICT and connectivity needed to access learning.	All PP students will be provided with the technology to access learning tasks from home. PP students complete homework tasks - reflected in low numbers attending homework club detentions.
PP students have a clear path that they can follow. They aspire to improve their opportunities through what they do in school.	All PP students will experience an aspirations programme that encompasses all year groups and ensures that they know the opportunities that exist once they leave school. No PP students will be NEET.
PP students are supported in their behaviour.	PP students receive the same proportion of positive/negative points as non-PP students. The proportion of managed moves for PP students is similar to that for non-PP students.

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: £44,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Setting takes greater account of PP characteristics.	Work with RADY suggests that PP students are often placed in lower sets because of factors other than academic ability. Placing students in the right group ensures that they have the appropriate level of challenge and support.	1,2,3,4
Standardised testing resources have been purchased to use with Y7. With the lack of SATs in the last 2 years these provide vital information to assess attainment/ gaps in learning.	Initial assessment is vital if other strategies are to be effective.	1,2
Review of the Maths curriculum to ensure that students are building on prior learning in a sequential manner and to ensure that sufficient challenge is offered at all stages.	To teach Maths well it is important that staff assess pupils' prior knowledge and understanding effectively and then to devise methods to build on this. Ensuring challenge means that all students will be able to progress	1
Students in Y8 have been timetabled an additional lesson in Maths. The lesson is targeted at supporting skills that may have been missed during lockdowns. This lesson is taught by a separate teacher and concentrates on numeracy.	Increased teaching will have the impact of extending the Mathematics curriculum time and give students increased access to high quality tuition. Increased exposure to quality tutors will mean that gaps in learning are identified and addressed before they become a problem when pupils move on to more difficult calculations.	1

All students in Y7 will have a timetabled lesson of Accelerated Reading each week. Lower ability English sets will continue this into Y8 and Y9.	Students will have timetabled periods for reading alone.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Where it is appropriate PP students who score particularly low on the MIDYIS Maths score, or who have been identified by primary schools as working below expectations or who have been identified as needing help by the Maths dept at SFA are offered one-to-one or small group support by a trained numeracy practitioner in Y7.	The EEF Teaching and Learning Toolkit identifies small group tuition and one to one instruction as highly effective measures (4-6 month improvements) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Where it is appropriate PP students who have been identified by assessment tests as needing further support are offered Direct Instruction in Maths.	DI has been judged a success with reading and therefore the aim is to extend it to numeracy skills.	1
Where it is appropriate PP students who have been identified as being at grade 3 or 4 in Y11 are offered one-to-one or small group support by a trained numeracy practitioner.	The EEF Teaching and Learning Toolkit identifies small group tuition and one to one instruction as highly effective measures (4-6 month improvements) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

	Previous experience has seen supported students reach a grade 4 (83% in 2020)	
Where it is appropriate PP students who have been identified by assessment tests as needing further support are offered Direct Instruction in reading.	Pilot study in 2020 suggests that DI can have a positive effect on reading age – although long-term improvement remains to be proved. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Where it is appropriate PP students who have been identified by assessment tests as needing further support who are not involved in DI will be offered peer support (Toe-by-Toe) or directed reading with an LPC.	The EEF Teaching and Learning Toolkit identifies small group tuition and one to one instruction as highly effective measures (4-6 month improvements) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Access to ICT for all PP students will be assessed and where necessary be provided with a notebook/laptop and equipment for accessing the internet.	School experience from lockdown showed the difficulties that some students had with accessing online learning. Ability to complete homework is shown to have a positive effect on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4
The school will make use of national catch-up strategies to support students in Y11 and Y10.		

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

Budgeted cost: £35,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved strategies for addressing absenteeism will see all students who miss a day contacted before the start of the next day. LPCs will contact any PP student on the second day of absence in an effort to ensure continuity of learning. All PP students with 3 absences in a month will be seen by LPCs.</p>	<p>National research suggests a clear correlation between attendance and attainment:</p> <p>Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</p> <p>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	3
<p>Additional staffing in the pastoral team has improved the capacity for supporting behaviour problems within class. Behaviour modification programmes are offered using internal and external providers.</p>	<p>Internal data shows a strong correlation between negative behaviour points and poor attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5
<p>The doubling of LPC staff has increased the capacity to contact parents. All PP parents will receive contact over a year. PP parents will have first access to consultation evening appointments. Additional phone calls will be made if appointments are not made.</p>	<p>Establishing links with home can help to support students outside of the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6
<p>All PP students joining the school from Y6 will have an additional transition visit. Parents will have a single point of contact (LPC) to address any</p>	<p>Improving transition can help to ensure that there is no break in learning between primary and secondary school.</p> <p>https://nuffieldfoundation.org/wp-content/uploads/2019/11/STARS_report.pdf</p>	6

<p>questions that might arise in the transition process.</p>		
<p>All PP students who study Music at GCSE have access to additional practical lessons free of charge. In KS3 students are given the opportunity to engage in instrumental lessons as a small group. Costs of extra-curricular activities such as DoE are met for PP students.</p>	<p>The school believes that equality of opportunity extends beyond the classroom and that participation in wider school life improves attitudes to school and allows students with talents in other areas to flourish.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	

Total budgeted cost: £155,813

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.

The interruptions to learning resulting from COVID have impacted efforts to close the attainment gap greatly. PP students have suffered from a reduction in face-to-face teaching. As a result, the school has not met all targets.

The Centre Assessed Grades (2020) and Teacher Assessed Grades (2021) saw a gap between PP and non-PP students.

	PP Students 2020	Non-PP Students 2020	PP Students 2021	Non-PP Students 2021
Average Point Score at GCSE	47.17	54.71	42.37	55.89
% Attaining Grade 4 in Eng and Maths	66.7	81.7	77.1	81.7
Estimated Progress 8*	0.04	0.25	-0.11	0.36

* Based on 2019

The attainment and achievement gaps increased in 2021 – perhaps reflecting the additional lockdown loss experienced. It is positive to note the improvement in the PP students' percentage of grade 4s in the basics. This figure is of particular importance as it provides the 'gateway attainment' that opens up more opportunities for future careers/study. The improvement was attributable to improvements in Maths. In 2020 the % of PP students gaining at least a grade 4 had risen to 77%. This would have been a 12% improvement from 2019.

Reading ages have seen an increase but not to the extent that we can say that low reading scores are not a barrier to learning.

For 2020-21 the DfE suggested that nationally FSM students saw 2% greater absence to non-FSM students as a direct result of COVID. Overall, FSM attendance stood at 92.8%. This was slightly higher than at SFA where the figure was 91.7%. Nationally, persistent absenteeism

(more than 10% absences) stood at 24.1%. whereas at SFA it was higher at 28.1%. The corresponding figure for non-PP students stood at 6%. The gap in attendance remains and so it remains as a barrier to be addressed on the new PP strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

