

## 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	Salesian School
Number of pupils in school	1359
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Kate Honeywood-Jones
Pupil premium lead	Kate Honeywood-Jones
Governor / Trustee lead	Brigadier Mike Roycroft

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,050
Recovery premium funding allocation this academic year	£16,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,435

# Part A: Pupil premium strategy plan

## Statement of intent

Our key priority at Salesian School is quality first wave teaching and our Pupil Premium (PP) Strategy Plan underpins this to ensure equality of access for disadvantaged learners.

The strategy that Salesian School has adopted focuses any PP money directly on improving pupils' outcomes through high quality teaching, interventions and resources, particularly in relation to literacy and numeracy. We do not isolate the students in receipt of PP funding but instead teach them alongside their peers for the majority of the time supplemented with small groups or individual support in a variety of forms including increased teacher feedback and support with metacognition techniques) depending on the need of the child. We analyse the performance of all children at least 3 times a year and adapt our approach as needed.

For KS4 we have found that in some subjects smaller teaching groups provide more effective support for disadvantages learners and therefore use PP funds in a way that supports the progress of all students too.

This is a continuation of a strategy that has proved successful for a number of years. The P.8 for disadvantaged students at Salesian School was +0.88 in 2019 compared to a national figure well below 0.

## Challenges

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

Challenge number	Detail of challenge
1. The Progress of PP children is at risk due to school closures and absence due to COVID-19	During the periods of national lockdown, the parents of some PP children had less capacity/ resources to support children's learning. We found there was also less engagement with remote learning amongst students from lower socio-economic backgrounds.
2. During the COVID-19 crisis, the behavioural, social and emotional issues have had a detrimental effect on academic progress.	Since a return to whole school opening, we have noticed that a disproportionate number of PP children are struggling to regulate themselves creating an additional barrier to their learning. Some families have struggled with other issues such as loss of earnings, difficulties with house and transport which has impacted on attendance. Parental anxiety around COVID had also impacted the emotional wellbeing of the children.

3. Additional responsibilities in and around the home due to family circumstance leading to inconsistent access to opportunities within school including enrichment and extra-curricular activities.	We have identified that a lot of our PP students have additional caring responsibilities which means they may be unable to get involved with extra-curricular activities and miss out on opportunities to gain cultural capital outside of the curriculum meaning that they can miss out on wider opportunities.
4. Less access to materials/ resources to enhance classroom learning i.e. revision guides, computers... due to financial shortage.	Due to greater deprivation often where there is computer or tablet access it is shared between a greater number of family members meaning access might not be as regular or when needed.
5. Increased number of PP students whose literacy is below what is expected of their age and stage making accessing the curriculum more challenging.	We have found a correlation between children in receipt of PP and lower literacy levels for a varying reasons.
6. Less support for career/ education pathway planning – lower aspirations as a consequence.	Some parents of PP children are not in a position to be able to support their children with career/ education pathways and connect them with professionals in careers of interest. Due to lack of connections we have also found that some PP students struggle more with the finding of work experience.

## 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
Children eligible for Pupil Premium achieve at a level comparable with their peers.	For all students in receipt of Pupil Premium to receive +1 value added in 2022 exam series. This would mean that students in receipt of PP are in line with the progress expected from the rest of the cohort.

<p>Behavioural, social and emotional issues are addressed given the correlation we have identified between COVID-19 and school closures and PP children.</p>	<p>PP students are reported as having a positive attitude to learning as reflected in their 'Attitude to Learning' in the termly grade collections and attendance of PP students in line with the school expectation of 98%+.</p>
<p>Gaps between PP children and their peers in regards to lower levels of literacy are addressed day to day in lesson with increased focus for all on understanding of subject specific language used.</p>	<p>Greater consistency between departments in terms of how language barriers are taught with all departments building time into lessons to better support students to understand what is meant by key terminology. Students should be able to use subject specific language with confidence.</p>
<p>Increased number of PP students securing valuable work experience and leaving both the school and college with a considered next step pathway.</p>	<p>Increased number of PP students going off to top universities and taking part in mentoring schemes set up by the school.</p>

## 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

Budgeted cost: £46,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching supporting by coaching through Teacher Development Teams	<p>Good coaching encourages teachers to become more reflective, articulate and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacity as teachers, more knowledgeable about the activity of teaching and the processes of learning and more confident to deploy pedagogical to meet the needs of the students in their classrooms.</p> <p>Research: CfBT Education Trust</p>	1, 4, 5
Additional training for all teaching staff on making language accessible and how to scaffold language barriers for all pupils	<p>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches is shown to support some disadvantaged pupils to catch up with peers and as a direct result work has been done in school to encourage greater use of spoken language to scaffold language barriers in the classroom.</p> <p>Research: EEF</p>	2, 5

### Targeted academic support

Budgeted cost: £56,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class size in core subjects in KS4	<p>Whilst the EEF research has found that the reduction of class sizes can be costly in terms of enhancing student progress, evidence does support the fact that feedback does have a very positive impact on supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve and we have found that more frequent and quality feedback is possible in smaller class sizes.</p> <p>Research: EFF</p>	1, 4
Provision of resources to PP students to allow for greater access to the curriculum	<p>Ofcom (2020) data on UK households from just before the pandemic found that approximately 9% of households with children lacked access to a laptop, desktop, or tablet; 2% had no access to the internet and 4% had smartphone only access. Children in lower earning households were more affected by these issues and consequently were far more likely to be affected by digital exclusion during the switch to remote learning. Therefore, where possible devices have be provided to families or revision guides where this provides a more sustainable and accessible option.</p> <p>Research: Cambridge Assessment – Coleman 2021</p>	4
6 week study skill workshops for students struggling to access the curriculum run by Teaching Assistants	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning to skill students up and make the curriculum more accessible. It also provides students with the tools to access their learning long term.</p>	1, 2, 5

	Research: EEF	
--	---------------	--

## Wider strategies

Budgeted cost: £23,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in Assistant Heads of Years (AHOYs) coupled with regular tutor calls home to every family to assist in driving up attendance and supporting families in being in school.	<p>The average impact of the parental engagement approaches is about an additional four months' progress (according to EEF) over the course of a year which is why we have invested in an increased number of AHOYs to help increase parental engagement by better understanding personal family circumstances to work with families to ensure PP children are in school. The intervention is wider than just discussions about attendance but also about making school communication accessible and communicate key messages to support the young people.</p> <p>The Department for Education have also found that attendance has a huge impact on pupil progress for all students with pupils with <b>no absence</b> being 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.</p> <p>Research: DfE and EEF</p>	1, 3, 5
Increased ELSA provision and Mental Health Responder training for 17 members of pastoral staff	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Students who feel they belong are more likely to see the value of required work and have higher self-belief in their chances to succeed on their course (Verschelden 2017) which is why increased training and provision for ELSAs and Mental Health Responder training for pastoral staff is essential to enhance pupil progress in the long term.</p> <p>Becker and Luthar (2002) found that this was especially important for the</p>	2, 3

	<p>performance of adolescents coming from ethnic minority and lower socioeconomic backgrounds.</p> <p>Research: EEF, Verschelden, Becker and Luthar</p>	
<p>Analysis of grade collections to ensure appropriate career interventions for PP students supported by 1:1 careers input with Level 6 careers advisor where appropriate</p>	<p>Personal careers guidance is important because it tailors advice to individual needs and helps people to navigate their way successfully through education, training and career choices. Personal guidance has an observable impact on young people's careers and progression, and young people continue to have a clear preference for face-to-face support. Guidance must be impartial and delivered by qualified practitioners, putting the needs of the individual first.</p> <p>Research: Whiston, Tai, Rahardja, &amp; Eder, K. (2011) School counselling outcome: A meta-analytic examination of interventions. Journal of Counseling and Development</p>	3, 6

**Total budgeted cost: £126,435**



## 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.

Whilst external performance measures typically used in measuring student performance were not published for the academic year 2020-21, we feel it is important to recognise that in our last set of GCSE grades in 2019 we had a Progress 8 of +0.92 with PP students attaining on average a Progress 8 score of +0.88. Year on year we continue to make the learning and progress of our PP a priority and provide training to staff to support this.

To allow us to monitor the progress of students until the external performance measures at the end of KS4, all students complete CAT 4 (Cognitive Abilities Test) tests to allow us to understand a pupils individual cognitive abilities allowing us to have a more accurate understanding of a pupils' developed abilities and likely academic potential. We then use this data alongside our three times a year progress monitoring to internally analyse pupil progress. The data generated from CAT 4 testing is also used alongside KS2 SATs data to develop aspirational target grades to allow teachers to challenge the students academically to achieve these grades. To aid the quality of internal tracking, analysis of specific sub groups of students is done with specific and extended consideration of PP data done throughout KS3 and KS4.

### Service pupil premium funding

Our service pupil premium is spent on ensuring appropriate pastoral support is available for eligible children to support them through school life. Efforts are made to ensure that the appropriate members of the pastoral team have a clear understanding of how the individual child is emotionally impacted to understand how they can be best supported. Therefore the funding is used to help mitigate the negative impact on service children of family mobility or parental deployment.