

St Angela's Ursuline School

Pupil Premium Strategy Statement

St Angela's Ursuline School has developed a broad and balanced curriculum for all students in Year 7- 13. In line with our high expectations, all students have equal access to all learning and opportunities within our curriculum. We actively implement all national guidance and we utilise all the latest research from the Education Endowment Fund (EFF) to continuously improve the quality of education received by all our students. We actively promote a culture of all key stakeholders as learners. The intention of the curriculum at St Angela's is to provide high challenge, subject specialist learning that equip students not only for examination but future employment and life success. We are ambitious in our intention to make a significant positive impact on the life chances of those we are entrusted to educate.

The staff, students and families of St Angela's Ursuline have worked together to ensure that the national school closures have had minimal impact on student's learning and well-being. St Angela's Ursuline maximises its use of technology alongside the expertise of our staff, to ensure that gaps between learners are proactively challenged and closed.

School Overview

| Detail | Data |
|--|--------------------------------|
| School Name | St Angela's Ursuline School |
| Number of pupils in school | 1297 |
| Proportion (%) of pupil premium eligible pupils | 36% (366/944) |
| Academic year that our current pupil premium strategy plan covers. | 2023-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | M Johnson Headteacher |
| Pupil Premium lead | M Johnson Headteacher |
| Governor / Trustee lead | T Kieran Chair of Governors |

Funding Overview

| Detail | Amount |
|--|-----------------|
| Pupil Premium funding allocation this academic year | £339,480 |
| Recovery Premium funding allocation this academic year | £90,804 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| Total budget for this academic year | £430,284 |

Part A: Pupil Premium- Strategy Plan

Statement of Intent

Our intent for Pupil Premium students mirrors that for all students of the school. High challenge, excellent education for all where all students reach their potential and pupil premium students achieve and progress on par with their non- pupil premium peers.

In the past four (non-COVID) exam years the progress of Pupil Premium students has been consistently good, through the use of Pupil Premium funding and time by teachers in ensuring pupil premium students achieve their expected grades.

| | 2018 | 2019 | 2022 | 2023 |
|---------------|------|------|------|------|
| PP | 0.0 | 0.06 | 0.05 | 0.05 |
| non-PP | 0.6 | 0.29 | 0.62 | 0.45 |

Challenges

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>COVID Lockdown impact and post Lockdown bubbled education- the Lockdowns in 2019/20 and 2020/21 had an impact on student attainment and progress as well as access to specialist areas of the curriculum.</p> <p>The challenge offset the impact to students' early secondary education at the school where the current year(s) 11, 12 & 13 were in KS3</p> <p>Our priority to ensure our teaching, curriculum, intervention and wider support enables these students to still achieve their highest potential.</p> |

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.

| Challenge | Intended outcome | Success criteria |
|--------------|--|---|
| One | Attendance -Pupil Premium Students to attend school in line/ above with national levels. | Pupil Premium students attend school in line with non pupil premium students. |
| Two | Academic Achievement - To close the gap in achievement outcomes at GCSE in Core Subjects for students eligible for Pupil Premium | Students eligible for Pupil Premium in Year 11 to achieve Core GCSEs in line with non PP students. |
| Three | Personal Development - To ensure that the behaviour for learning and well being of Pupil Premium students is positive in all areas of the curriculum. | A reduction in the number of logged concerns. |
| Four | Enrichment - All Premium Pupils participate in enrichment and extracurricular activities | Monitored by the central enrichment sheet. All Pupil Premium students have participated in a minimum of one enrichment activity in the academic year. |
| Five | Outcomes - Narrow the gap between the mock and final examinations for Pupil Premium pupils. | Gap between PP and non-PP pupils below National Statistics. |

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: £ 120,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|----------------------------------|
| School Led Tuition (Study Support) | Year 11 target students are provided with additional support after school for 1 hour in all subject areas, building confidence, examination skills, | One, Two, Three and Five. |

| | | |
|--------------------------------------|---|----------------------------------|
| | supporting mindsets and closing the COVID gaps. | |
| Holiday time subject sessions | Sessions to support students offered in February half term, Easter and May half term in both booster and mastery sessions. | One, Two, Three and Five. |
| Inclusion Roles | The school has introduced newly developed inclusion roles to further support targeted students, overseeing a school based social worker alongside the learning mentor, counselling and key worker provisions in school. | One, Two, Three and Five. |
| Careers Support | Our in-school Careers Advisor supports Pupil Premium students throughout their school journey with high quality impartial careers information, advice and guidance. All Pupil Premium Students receive personalised 1;1 careers guidance appointments and are targeted for wider opportunities such as employer mentoring and work experience building their confidence and skills. | Two, Three, four and Five |

Targeted Academic Support

Budgeted cost: £85,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|----------------------------------|
| Small Group tuition (Academic Coaching) | The scheme is designed to support students from Year 9 & 10. The HODs for English and Maths have allocated students and WA data has been utilised to allocate Post 16 Places. 25 students in each year group are to receive coaching in each cycle. | One, Two, Three and Five. |
| Team Up | Team Up runs weekly across Key Stage 3 and supports students in both Maths and English. Pupil Premium students are given priority to this programme. Each term has a different year group. It was originally aimed at supporting the students with lowest attainments | One, Two, Three and Five. |

| | | |
|-----------------------|--|-----------------------------|
| | <p>however this has since been expanded to offer a further group of tuition for the more able in Maths and English. The work completed here supports the students to be able to continue progressing through the sequence of learning for both Maths and English by closing any gaps.</p> | |
| Brilliant Club | <p>The school runs a fully integrated Brilliant Club provision with students from across all year groups participating in different school terms. The programme is overseen by school staff but led by a tutor from the Brilliant Club. More able Pupil Premium students are targeted for the programme and supported from initial enrolment to completion of their written work and final graduation. Our success in this programme has been recognised nationally with students' final essays being selected to be published in their national magazine. The Programme helps KS3 and 4 Pupil Premium students develop the knowledge, skills and confidence to progress to the most competitive universities.</p> | Three, Four and Five |
| Debate Mate | <p>The Debate Mate Programme now runs in each Key Stage. Pupil Premium students are targeted to join the scheme, which is run by both internal and external staff. The teams are regularly taking part in National Level Competitions, developing oral and written skills for formal debate.</p> | Three, Four and Five |

Wider Strategies

Budgeted cost: £ 225,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Access to education utilising Chromebooks</p> | <p>Each student in the school has been allocated a chromebook, to ensure access to all learning in the classroom and at home utilising google classroom. All families indicating any issues with internet connectivity have been supported though the central mobile phone scheme or school purchased dongles. Our provision of a digital device for all ensured that no learner is ever digitally deprived.</p> | <p>All</p> |
| <p>Cultural Capital / Enrichment Opportunities</p> | <p>Reduced access to cultural capital opportunities outside school can impact the ability of Pupil Premium students to fully access the aspirational and varied curriculum and have high personal aspirations for life beyond school. Cultural capital experiences are provided, monitored and evaluated through Rise Up Day visitors, St Angela's Day activities and targeted trips to ensure Pupil Premium students experience a range of experiences in addition to those connected with their curriculum.</p> <p>There is an extensive programme everyday of extra curricular clubs for all students which supports their academic curiosity, nurtures interests and stimulates positive mental and physical wellbeing. Pupil premium students are encouraged to participate in these opportunities. Financial support is available to support students to access enrichment opportunities such as music lessons or participate in DofE expeditions.</p> | <p>Four</p> |
| <p>Rewards</p> | <p>All achievement points are rewarded in termly assemblies from Year 7- Year 13. All certificates of achievement are emailed home to students, parents and</p> | <p>Three and Four</p> |

| | | |
|---|--|-----------------------------|
| | carers, maintaining student motivation and supporting home learning. | |
| Staffing support - Mentors/LSA, Inclusion Manager, Counselling service | The school ensures that sessions take place in person and only if required via telephone and also through individual students' Google classrooms. Students are allocated to provision through the HOYs and Inclusion Manager. | Three, Four and Five |
| CPL National Professional Qualifications (NPQs) | <p>Staff engage in a range of CPL opportunities throughout the year that support their subject and curriculum knowledge and pedagogy on how to effectively teach to all key stages. Our inset day and core training programme is planned to consider the needs of all our students so that all learners are supported and challenged. There is a diverse range of individual needs and we seek to address this through the CPL provided to staff ensuring we have a totally inclusive school with fair access for all. The proactive participation in courses reflects our school culture of us all being learners.</p> <p>NPQs: Staff across different departments are enrolled on the reformed NPQs. These programmes draw from the very latest evidence and research and each member is supported by an in-school coach. This ongoing professional development helps our teachers to be more effective practitioners which impacts directly on their practice both within the classroom and beyond. Our culture of learning is shared among our staff community so this training benefits other teachers and more students.</p> | All |
| Jack Petchey | The school is a member of the Jack Petchey Award Scheme and takes an active role in all aspects. Targeted students and Pupil Premium schemes are rewarded through the scheme to enhance motivation and learner pride and ensure that all students have all the necessary resources required for academic study. | Four |

| | | |
|---|---|---|
| <p>Rise Up Days</p> | <p>The Rise Up Day Programme has been designed to cover all National Guidelines and to ensure that targeted mindfulness and safeguarding aspects are explored with students on a rolling programme both through the academic year.</p> <p>The curriculum design explores specific aspects that affect our Pupil Premium students and supports development through the student journey in the school.</p> | <p>One, Three and Four.</p> |
| <p>Form Time activities and Assemblies</p> | <p>The Form Time and Assembly Programme is designed to support the aspirations and well being of students. They build upon a rewards and success culture for all students and focus on aspects that directly affect our Pupil Premium students.</p> | <p>One, Three and Four.</p> |
| <p>TLC - School library</p> | <p>Additional revision guides and texts have been purchased and allocated for all Pupil Premium students to support learning across the curriculum to develop learner confidence. All students have access to a well resourced school library and e-book service.</p> <p>The TLC also provides extended hours to provide a working environment for students after school. This particularly benefits our Year 11 Pupil premium who can work independently or collaboratively in a safe space from 3.30-4.30pm each day.</p> | <p>One, Two, Three and Five.</p> |
| <p>Uniform</p> | <p>Uniform support is offered to all Pupil Premium students, both for the school uniform and PE Kit on a rolling programme throughout the academic year.</p> | <p>Three</p> |
| <p>Well-Being and Mindfulness Booklets</p> | <p>The School Counsellor and Mental Health school lead have developed both well-being and mindfulness booklets to support students in expressing concerns and anxieties.</p> | <p>Three</p> |

| | | |
|---------------------------------|--|---|
| <p>Reading Programme</p> | <p>All students in Year 7- 11 completed a NGRT reading test. The results of these tests are used to implement a targeted intervention programme for those with the lowest reading age. Further support is provided to all teachers so that they can embed effective literacy improvement strategies within their lessons ensuring a disciplinary approach to reading across the curriculum. Strategies such as the word of the week help Pupil Premium students develop an elaborated vocabulary so they can access and understand more complex literature. Students progress is assessed regularly throughout the year and there will be demonstrative progress in reading scores for targeted students. Reading and comprehension abilities are developed to enable all Pupil Premium students to access the whole curriculum effectively.</p> | <p>One, Two, Three and Five.</p> |
| <p>PE Coaches</p> | <p>External PE coaches are utilised to provide a full breath of experience for students including athletics and dance in addition to the PE curriculum.</p> | <p>Three and Four</p> |

Total budgeted cost: £ 430,000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

Impact from 2022/23

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

Progress in KS3

| Expected Progress by the end of KS3 is 1.8 Levels Groups with less than 1.75 are in red. | Number | Art: Progress | Computer Science: Progress | Technology: Progress | Drama: Progress | English: Progress | Geography: Progress | History: Progress | Mathematics: Progress | French: Progress | German: Progress | Spanish: Progress | Music: Progress | PE: Progress | RE: Progress | Science: Progress |
|---|--------|---------------|----------------------------|----------------------|-----------------|-------------------|---------------------|-------------------|-----------------------|------------------|------------------|-------------------|-----------------|--------------|--------------|-------------------|
| Overall Progress | 184 | 1.67 | 2.31 | 1.71 | 2.60 | 2.31 | 1.73 | 2.27 | 2.21 | 2.49 | 2.40 | 2.27 | 2.36 | 1.92 | 1.98 | 1.66 |
| EAL Yes | 84 | 1.65 | 2.35 | 1.71 | 2.50 | 2.28 | 1.78 | 2.22 | 2.26 | 2.38 | 2.38 | 2.47 | 2.35 | 1.84 | 1.96 | 1.56 |
| EAL No | 100 | 1.69 | 2.27 | 1.71 | 2.67 | 2.33 | 1.69 | 2.32 | 2.17 | 2.58 | 2.41 | 2.07 | 2.37 | 1.98 | 2.00 | 1.75 |
| Gap EAL Yes V No | | 0.04 | -0.07 | 0.00 | 0.17 | 0.05 | -0.09 | 0.09 | -0.09 | 0.20 | 0.03 | -0.40 | 0.01 | 0.15 | 0.03 | 0.19 |
| Reading: At or Above | 158 | 1.77 | 2.41 | 1.79 | 2.72 | 2.43 | 1.82 | 2.39 | 2.40 | 2.58 | 2.43 | 2.47 | 2.46 | 2.02 | 2.01 | 1.75 |
| Reading: Below | 21 | 1.29 | 1.95 | 1.52 | 2.17 | 1.79 | 1.52 | 1.92 | 1.33 | 2.42 | 2.00 | 1.82 | 2.10 | 1.65 | 2.10 | 1.43 |
| Gap Reading | | -0.48 | -0.46 | -0.26 | -0.55 | -0.64 | -0.30 | -0.47 | -1.07 | -0.17 | -0.43 | -0.65 | -0.37 | -0.37 | 0.09 | -0.32 |
| Pupil Premium Yes | 66 | 1.68 | 2.45 | 1.85 | 2.72 | 2.42 | 1.80 | 2.38 | 2.22 | 2.77 | 2.35 | 2.27 | 2.43 | 2.03 | 2.07 | 1.73 |
| Pupil Premium No | 118 | 1.67 | 2.22 | 1.63 | 2.53 | 2.24 | 1.69 | 2.21 | 2.21 | 2.33 | 2.43 | 2.28 | 2.32 | 1.86 | 1.94 | 1.63 |
| Gap Pupil Premium Yes V No | | 0.00 | -0.23 | -0.22 | -0.19 | -0.18 | -0.11 | -0.16 | -0.01 | -0.43 | 0.08 | 0.01 | -0.12 | -0.17 | -0.13 | -0.10 |

The progress measure at the end of KS3 shows that there is no large gap in progress for PP students with the possible exception of French **0.41** which represents a two term gap over the three year period. The above tables show that non-PP students make more progress over KS3 but not significantly so.

KS4

Pupil Premium

The exam years between 2018-2023 have shown consistent progress outcomes of the pupil premium students have maintained positive progress. This shows that pupil premium students consistently meet their targets on average. Naturally our ambition is to close this gap with further progress for these students in relation to their peers.

| | 2018 | 2019 | 2022 | 2023 |
|--------|------|------|------|------|
| PP | 0.0 | 0.06 | 0.05 | 0.05 |
| non-PP | 0.6 | 0.29 | 0.62 | 0.45 |

The 2023 outcomes show the pupil premium students to have a 7% & 10% gap respectively (Grade 4+ & 5+Eng/Ma) in comparison to non - pupil premium students so minimising this gap moving forward remains a high priority for the school.

Pupil groups

KS4 Pupil groups performance 2023

| | | Actual results | | Pupil progress | | |
|-----------------------------|---------------------------|------------------------|---|--|--|---|
| | Pupils | Attainment 8 (Overall) | % English & Maths (Grade 4+) | Progress 8 (Overall) | % English & Maths (Grade 4+) | |
| Summary | All Pupils | 169 | 5.6 + | 83% + | +0.32 + | +4% |
| Gender | Female | 169 | 5.6 + | 83% + | +0.32 + | +4% |
| DFE Prior Attainment | Higher attainers | 63 | 7.0 | 98% | +0.26 ↑ | +2% |
| | Middle attainers | 88 | 5.1 + ↓ | 80% | +0.31 + | +1% |
| | Lower attainers | 14 | 3.5 + ↓ | 57% + | +0.67 | +29% + |
| Pupil Premium | FSM (in last 6 years) | 59 | 5.0 + | 75% + | +0.05 | -1% |
| | Not FSM (in last 6 years) | 110 | 6.0 + | 88% + | +0.45 + | +6% |

Whilst the P8 score of the PP students remains not significant at 0.05, it does still mean of course that on average PP students met their expected targets. It is very pleasing to see that those students do have a **significant A8 (Attainment 8)** score as well as a **significant Grade 4+ Eng/Ma result at 75%**.

During the year the school used an academic mentoring programme to supplement the teacher-led study support students receive, both of which are additional bonus support to what is most important - high quality teaching and learning in the classroom. These three elements help students on average to gain results that are in line with national results for all students at Grade 4+ and 5% above the 73% national result for all students at Grade 5+.

The school library (TLC) continued to operate throughout the year ensuring a positive impact on improving literacy for Pupil Premium students. An ebook and click and collect service was introduced that supported Pupil Premium learners.

The more able Pupil Premium students continued to receive opportunities to stretch and challenge themselves which included a virtual Brilliant Club programme.

Programmes such as Team Up which supported lower ability Pupil Premium students, also operated on a virtual basis with an in-school member of staff on both sessions supporting the students. Our intervention programmes for Pupil Premium students never ceased to exist, they adapted as the need prescribed.

Additional learning resources were purchased for Pupil Premium students which included items such as art supplies, so that learning could continue in the home environment. As our students were already equipped with a digital device and were competent in its use for learning, it meant that no Pupil Premium students were disadvantaged against other school learners.

All other elements of the previous plan were fully undertaken.

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 |
|---------------------------|--|
| Programme Provider | TLC Live (this provider uses only fully qualified teachers) |
| Number of students | Year 11 - 46 students |
| Proportion PP | 39% |
| Proportion SEND | 0% |
| Intent | Support borderline grade 4 and 5 students in achieving a grade 4 or 5 in either GCSE English, Maths or both |
| Implementation | As per guidelines focus En/Ma |
| Impact | <p>Following reports last year about the efficacy of the on-line tutoring programme we undertook a progress analysis.</p> <p>2023 results proved interesting. In terms of the students overall P8 scores both Eng & Ma remained negative at -0.1 & -0.3 respectively. For the English students who had 100% there P8 score improved to 0.3. However the maths score of those attending 100% of the time remained the same at -0.3</p> <p>This suggests that the online tutoring programme is questionable in terms of improving Year 11 P8 scores and we need to consider that given the amount of work from lessons, extra study support and academic mentoring, whether our students have reached saturation point and that 'more' is not as important as the quality of what is provided.</p> <p>As such we have decided not to continue this programme for the 2024 cohort.</p> |