

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	1274
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year that our current pupil premium strategy plan covers.	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£325,050
Recovery Premium funding allocation this academic year	£45,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£370,450

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.

The 2018-2022 GCSE results have shown great improvement in the progress outcomes of the pupil premium students have maintained positive progress. Whilst 2020 and 2021 are of course different years in terms of outcomes the Progress 8 measure for the disadvantaged students is as follows moving from negative in 2017 to 0.05 in five years.

	2018	2019	2020	2021	2022
PP	0.0	0.06	(0.3)	(0.39)	0.05
non-PP	0.6	0.29	0.83	0.4	0.62

The 2022 outcomes show the pupil premium students to have an equal measure to non - pupil premium students for the first time and outcomes at Grade 4+ & 5+ in English & maths equate to show that the gap in these two key subjects at important benchmarks is now very small.

Challenges

Challenge number	Detail of challenge
1	<p>A return to public examinations and the potential of a return to grade boundaries and standards of 2019 give the potential for the PP attainment gap to widen and for the progress gap to get larger, or in a worse case scenario become negative for PP students.</p> <p>A gap in 2022 (Year 9) PP progress for the the end of Key Stage 3 in English Maths, German, Geography & Computer Science needs to be monitored and closed during year 10.</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: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tuition	Year 11 target students are provided with additional support after school for 1 hour in all subject areas, building confidence, examination skills, supporting mindsets and closing the COVID gaps.	One, Two, Three and Five.
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: £ 83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group tuition (Academic Coaching)</p>	<p>The scheme is designed to support students from Year 7- 13. The HODs for English and Maths have allocated students from Year 7- 11 and WA data has been utilised to allocate Post 16 Places. 25 students in each year group are to receive coaching in each cycle.</p>	<p>One, Two, Three and Five.</p>
<p>Team Up</p>	<p>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 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>	<p>One, Two, Three and Five.</p>
<p>Brilliant Club</p>	<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>	<p>Three, Four and Five</p>

Debate Mate	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.	Three, Four and Five
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Wider Strategies

Budgeted cost: £ 224,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to education utilising Chromebooks	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.	All
Cultural Capital / Enrichment Opportunities	<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</p>	Four

	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.	
Rewards	All achievement points are rewarded in termly assemblies from Year 7- Year 13. All certificates of achievement are emailed home to students, parents and carers, maintaining student motivation and supporting home learning.	Three and Four
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</p>	All

	this training benefits other teachers and more students.	
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
Rise Up Days	<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>	One, Three and Four.
Form Time activities and Assemblies	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.	One, Three and Four.
TLC - School library	<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>	One, Two, Three and Five.

Uniform	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.	Three
Well-Being and Mindfulness Booklets	The School Counsellor and Mental Health school lead have developed both well-being and mindfulness booklets to support students in expressing concerns and anxieties.	Three
Reading Programme	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.	One, Two, Three and Five.
PE Coaches	External PE coaches are utilised to provide a full breath of experience for students including athletics and dance in addition to the PE curriculum.	Three and Four

Total budgeted cost: £ 371,000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

Impact from 2021/22

This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year.

The 2021-22 year albeit with no lockdown still included some significant COVID work of teaching in bubbles to ensure that the spread of COVID did not bring us back to the need to send classes or year groups home. This however did not impact on our plans for Pupil Premium students in this period. As a school we were hugely responsive and adjusted our priorities to respond effectively to the needs of all our students, and we devised what we feel is now the template procedures for PP support for the school as above utilising not only the expertise of staff but also our older students in academic mentoring.

Through the purchase of Chromebooks for all, strategic dongle purchase and use of the government schemes, we ensured that no learner from Year 7- 13 was digitally disadvantaged.

Heads of Year continue to provide additional pastoral support to Pupil Premium students through their ongoing contact with the year group. Our most vulnerable pupil premium students, including our SEND students, were provided with pastoral and academic support through a designated school mentor / key worker who was part of the Ursula Suite.

Additional support was provided by the school to families who had been most impacted by the pandemic. This came in the form of financial support such as items of essential need and also parental support and guidance in how to support their child in such challenging times.

The academic achievement of GCSE Pupil Premium students at the end of the academic year did not show a significant gap between them and their peers - **this is an outstanding outcome given the return to public examinations for Year 11**. In terms of destinations, the effective careers guidance that was provided by the school ensured that all Pupil Premium students were able to progress onto their chosen pathways. This demonstrated that the cumulative support to pupil premium over their whole academic journey from the school was effective in opening them doors to their next learning level.

The NTP was effective in its first term in supporting the learning that happened in the classrooms. Year 11 Pupil Premium students were able to utilise the small group tuition to close their learning gaps and help prepare for assessments which would be used for their TAGs. Year 10 Pupil Premium were able to get a head start of their programmes in the summer term once the Year 11 students completed their academic studies.

Internal data from KS3 has shown that Pupil Premium students were performing positively and were not significantly different from their non pupil premium peers in Year 7 & 8. In Year 9 the gap has risen to approximately 0.3 which represents half a school year, so the progress of this cohort into Year 10 will need to be monitored carefully.

	Number	English: Progress	Mathematics: Progress	Number	English: Progress	Mathematics: Progress	Number	English: Progress	Mathematics: Progress
Overall Progress	180	0.91	0.96	176	1.51	1.58	187	2.38	2.38
EAL Yes	59	0.99	0.93	66	1.51	1.71	44	2.22	2.27
EAL No	121	0.87	0.98	110	1.51	1.50	143	2.43	2.41
Gap EAL Yes V No		-0.12	0.05		0.00	-0.21		0.21	0.14
Lower KS2	0			0			17	2.29	1.98
Middle KS2	0			0			76	2.21	2.19
Higher KS2	0			0			94	2.54	2.61
More Able Yes	0			0			24	3.01	2.69
More Able No	0			0			163	2.29	2.33
Gap More Able Yes V No								-0.73	-0.36
Pupil Premium Yes	65	0.94	0.96	68	1.41	1.58	61	2.17	2.19
Pupil Premium No	115	0.89	0.96	108	1.58	1.58	126	2.48	2.47
Gap Pupil Premium Yes V No		-0.05	-0.01		0.17	0.00		0.31	0.28

The quality of education provided in lessons was monitored throughout the year with observations conducted both in school and online. All online lessons were closely

monitored by SLT and Heads of departments to ensure high quality. As teachers moved to a blended learning model they were supported with CPL which ensured that all pupils at home would have high quality differentiated lessons that were in line with our sequence of learning and challenged them. More regular use of retrieval practice strategies within lessons enabled teachers to quickly assess any gaps and put in the necessary intervention to close these gaps.

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.

Many Pupil Premium parents were employed in sectors which did not work from home, such as key worker jobs. The school introduced virtual Parent Evening which meant that it was easier for all Pupils Premium parents to have consultations with all their child's teachers. The chromebook provided by the school supported parents in being able to have technology to work in collaboration with the school.

Students continued to have access to the holistic aspects of learning central to the offer at St Angela's, over the course of the academic year this included support for Music Tuition, Debate Mate and Study Support in examination year groups.

Effective use of the Pupil Premium funding in 2020/21 means that Pupil Premium students as outlined in our Statement of Intent are on a positive trajectory at the school.

	2018	2019	2020	2021	2022
PP	0.0	0.06	(0.3)	(0.39)	0.05
non-PP	0.6	0.29	0.83	0.4	0.62