

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
St Andrew's CE High School	
Number of pupils in school	674
Proportion (%) of pupil premium eligible pupils	24.33%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2023-24
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Paul Guyan
Governor / Trustee lead	Peter Woodman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,565
Recovery premium funding allocation this academic year	£32,844
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,449

Part A: Pupil premium strategy plan

Statement of intent

Through aspiration for all, from all we intend to support students of all background and specifically those disadvantages students achieve in all areas of their education. Currently disadvantage students national progress less than peers, our intention is to ensure all students at St Andrew's make progress despite their background. Our current pupil premium strategy works towards improving the educational experience our student receives by offering a quality teaching, a broad curriculum and wide-ranging accessible enrichment opportunities. Key to this is ensure student attendance in good.

Challenges

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

Challenge number	Detail of challenge
1	Aspiration of some of our disadvantage students in low and some staff accept this
2	Some of our disadvantage students arrived at St Andrew's with below expected standard for literacy.
3	The attendance of some PP students is significantly below that of the other students in the school
4	High percentage of PP students received suspensions and expulsion

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
<i>Attendance of PP group improves</i>	The gap between PP and non is reduced year on year over the three years until there is no gap.
Progress gap between PP and non remains closed	The gap between PP and non remains closed year on year.
Reduction in the number of suspensions and expulsions of students eligible for PP	Suspensions and expulsions of PP students reduced by 50%
Literacy levels of PP students who enter below expected standard will be improved through targeted support	Literacy levels of students supported will in line with their Peers on entry to the KS4

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: 50%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on high aspiration in classroom	Internal data shows significant areas of in-school variation	1,2,4

<i>CPD provision</i>	Bespoke training to support classroom teaching as improved quality first teach will have the greatest impact on student outcomes.	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia Provision – Continuation into year 2</i>	Lexia is a proven literacy strategy, which has a EEF report supporting its ability to improve literacy levels. Second year of provision to embed use through lessons learned in year 1	2
<i>Extra Time Provision – amended use of provision full time to 2 day</i>	Target alternative provision used to re-engage student with school attendance and behaviour	3,4

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

Budgeted cost: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy launch high profile approach	National and in school data shows students who regularly attend school progress more than their peers who don't	3

Financial support - allow all student to access offered elements of wider school life	With the after effects of covid more families are struggling financially to support with uniform and other opportunities will prevent students missing out	1,3,4
Exact tests	Specific targeted testing of students to ensure correct strategies and support are in place.	1,2,3,4

Total budgeted cost: 25%

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 2021 to 2022 academic year.

1. Review of expenditure				
Academic year	2021-22			
i. Whole school initiatives – including teaching and learning				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Focus on high aspiration in classroom	Quality of teaching and learning improves and as such improves student's outcome	Continued improvement in academic outcomes. PP outcomes with in 0.1 of 0. PP gap reduced to 0.1 at most.	Significant improvement on 2019, consistency improved across classrooms but still pockets to work on. Improvement in 2019 actual grades PP -0.16 and whole school 0.01. from -0.36 and -0.18 respectively	
<i>CPD provision</i>	Targeted provision to support staff develop	Improved classroom delivery and increase in staff skill set. Which in turn see continued improvement in academic outcomes. PP outcomes with in 0.1 of 0. PP gap reduced to 0.1 at most.	Despite offering differentiated sessions staff feedback has request more variation this has been built in to the 2022-23 program	
Total budget allocation				50%
ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation

<i>Lexia Provision</i>	Improve identification and support for literacy needs	Target session offered from the results	Small groups support from the results has been successful. Large focus reading buddies launched end of 2021-22 and will be repeated this academic year.	
<i>Extra Time Provision</i>	Help disengaged students re engage in learning and transition back in to school	Improve attendance and behaviour of targeted students. 75% of students completing the 8-week program will improve attendance and reduce incidents of C2 by 25%	Success of the 5 day model has been limited, following discussion with ETP and area behaviour leads a 2 day alternative offered which we will be engaging in.	
<i>Targeted Mentoring/support</i>	Support small group students engage in learning through sport related mentoring	Targeted students will improve attendance and engagement with school revision opportunities. Students undergoing mentoring will show a improvement in attendance to within 1% of year group average and reduction in C2 by 25%	Very small cohort, impact was mixed those who engaged with the work and idea saw improvement in targeted area.	
				25%
iii. Individual support				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Financial support - allow all student to access offered elements of wider school life	Allow students in receipt of FSM to access the same opportunities as their peers	Student will gain cultural capital be experiencing educational or cultural visit they many not have been able to access previously. Percentage to student on trips in receipt of FSM or	Increase in number of requests for support. Which will no doubt increase further in 2022-23 due to the launch of activities week and residential following the covid period.	

		PP to increase by 25%		
Leeds Becket University Schools Mental Health Award	Provide a detailed MH strategy to support students and staff	Reduce raised concerns of mental health 25%, improve whole school attendance 1.5% and provide support for students in need (75% of referrals to thoughtful, or SPOA successful in gaining support for students. By end of 2022-23)	Increase of mental health concerns has seen the need for the action plan set out in the award to dovetail with the Mental health schools' team and triage services.	
Provision Map Software	Improve communication in school ensuring staff know students better	Staff are aware of needs of students the changes easily communicated. This will result in a better provision and outcome for students.	Holding of SEND information has worked well, 2022-23 will see the addition of our PP passports and pastoral support information	
Total budget allocation				25%