

De La Salle School: 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	De La Salle School
Number of pupils in school	1209
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	05/11/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Andrew Rannard
Pupil premium lead	Christine Mulhall
Governor / Trustee lead	Catherine Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,360 (estimated)
Recovery premium funding allocation this academic year	£35,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£51,848
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£349,053

Part A: Pupil premium strategy plan

Statement of intent

Our Lasallian identity underpins all that we do at our school, and the support we provide to our disadvantaged pupils. One of our five core principles “quality education” is key component of our strategy. It is our belief that all our students should receive the highest quality of education and we endeavour to prioritise high-quality teaching, ensuring we remove barriers to our students, broaden their horizons and encourage them to realise their potential.

We have implemented a bespoke school-based Teaching & Learning CPD programme “Lasallian Learning” to support the professional development of all members of the community involved in the delivery of the curriculum: teachers, Teaching Assistants (TAs), and Early Career Teacher mentoring. Directed time has been given to develop this across the whole school. We have built on programmes from previous years, helping us to progress towards our three-year long focus for improvement. We implement our strategy by ensuring that targeted, expert support is available to staff, and that subject specific expertise informs our decision-making.

A small portion of pupil premium budget is ‘devolved’ for specific subject spend, this is carefully guided and monitored by the Pupil Premium Lead on the Senior Leadership Team. Pastoral and SEND teams work with subject leaders to identify pupils who would benefit from small group or bespoke support. Data is used systematically students who would benefit from in-lesson support and both extra-curricular and within the curriculum intervention.

In response to the COVID-19 pandemic, we recognise the need to provide targeted support to ensure that pupils can catch up any missed learning. A process of rapid assessment when pupils returned to school enabled us to identify those most in need of catch-up support and deliver targeted bespoke programmes of support.

To ensure our pupil premium strategy is being implemented effectively, we have a Pupil Premium Learning Mentor post. As well as supporting students, this colleague ensures we have expertise to closely monitor key academic and pastoral data.

Challenges

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

Challenge number	Detail of challenge
1	Identifying specific academic needs of PP students.
2	% of pupils with reading ages below their chronological ages and prior attainment affected by pandemic.
3	Low levels of parental support.
4	Disconnect with adults in school and their life experiences.
5	Punctuality/Attendance of key PP students.
6	Training needs of teaching, pastoral and support staff.
7	Lack of access to educational resources including IT.
8	Ensuring PP students in core subjects are placed in highest sets for their potential grades
9	Ensuring intervention is targeted at most appropriate students
10	Logistics of making breakfast funding available
11	Identifying and addressing gaps in learning due to the COVID-19 pandemic

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (summer 2023)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress 8	-0.1
Attainment 8	43
Percentage of Grade 5+ in English and maths	30%
Number of permanent exclusions	0
Number of suspensions	100
Attendance	95%
% Persistent absentees	15%
NEET	0

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: £235,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing in English, maths and science.	<p>EEF research suggests that COVID has potentially reversed a decade of progress in closing the attainment gap.</p> <p>Evidence is clear that DA students have fallen further behind.</p> <p>Increasing the staffing has allowed us to personalise our intervention and prioritise pupil premium students. Curriculum maps have been adapted to ensure that intervention within the taught curriculum is appropriate for all students, specifically PP students.</p>	1,8,9
Literacy programme; identifying reading leads in all departments	<p>Research shows that reading ability is essential to successful outcomes in all subject areas at GCSE. EEF research shows that DA students with lower literacy skills than non-DA students prevents them from making good progress. % of PP students with a reading age below their chronological age upon entry to Y7 is 28% in comparison to 20% for other students</p>	2
CPD for key middle leaders and aspiring middle leaders	<p>To ensure success the DfE is clear a PP strategy needs to be aligned with other school developments for effective implementation.</p> <p>Staff voice exercises have enabled us to target CPD much more effectively ensuring that all key staff who work with all our students are fully equipped to meet their needs.</p>	6
Identifying specific academic needs of PP students	<p>EEF: “diagnostic assessments-when used effectively-can indicate areas for development.”</p> <p>Extensive work has been completed in readiness for 2021-22 to ensure curriculum maps and accompanying assessments are effective in supporting the academic progress of all students and the specific needs and potential barriers to progress of PP students.</p> <p>PP students make less progress than other students with the same prior attainment, particularly in science, maths, computing and PE (2021 KS4 TAGs).</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>PP boys make less progress, particularly in science and maths (2021 KS4 TAGs).</p> <p>School-based research and QA activities, post COVID lockdowns, have supported this development resulting in a curriculum which allows colleagues to adjust the level of challenge (as appropriate), reteach topics or concepts and adjust curriculum content.</p>	
<p>High quality, personalised CPD package offered to all staff with a particular focus on effective pedagogies and classroom intervention</p>	<p>It is widely accepted that CPD can play a crucial role in teacher development and that it can lead to improvements in teacher practice. Recent reviews have also suggested that CPD can have a significant effect on pupils' learning outcomes</p>	6
<p>High quality PSHCE curriculum developed to support student personal development</p>	<p>There is growing evidence that children's social and emotional skills – their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood, such as stable employment, physical and mental health, and well-being</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP TA intervention across Y11 for low attaining/ underachieving PP students</p>	<p>Evidence consistently shows positive impact of targeted academic support (EEF) The low aspirations and self-esteem for a number of our PP students (particularly boys in KS4) has had a detrimental effect on their academic progress.</p> <p>PP student response to this personalised approach has been highly positive. Engagement in sessions has been high. Students who lack parental/home support now have an adult in school who is taking a personal interest in their progress, acknowledges the disconnect they sometimes feel with other adults in school and works in partnership with them to build positive relationships with other members of the school community and establish positive academic goals.</p>	3,4,5,9
<p>Ensure HoDs recognise and address the barriers to progress for PP students</p>	<p>PP students with previous higher attainment have not always been placed in the highest sets to achieve their potential grades by KS4.</p>	8,9

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Training with HODs and incorporating a PP strand into development plans ensures that the level of academic challenge remains as high as possible for students despite other barriers.	
Past Pupil mentoring support	Peer-to-peer support for identified students to raise aspirations and ambition to enable them to acknowledge and address barriers to achievement that they are in control of and establish short and long term plans for their future. In 2018, 4% of pupil premium students were NEET, compared to 1% of other students, and 75% of PP students progressed to FE/sixth form college compared to 89% of other students.	4
Develop HoY strategic role in identifying and addressing low levels of progress	The recommended cyclical approach to developing a PP strategy relies heavily on diagnosing students' needs. The role of the HoY is vital in having a strategic overview of the pastoral circumstances of the PP student and the potential impact on academic progress. This aligns the PP strategy closely with the whole school 3-year plan.	1,3,4,9
Re-design QA calendar to ensure pastoral/academic sessions are targeted at specific cohorts	This is essential to implement stage 4 of the strategy; monitor and evaluate. EEF evidence is clear that PP students have fallen further behind; these students must be targeted in meetings to ensure all are aware of the pastoral needs and academic potential of these students and can shape the curriculum accordingly.	9
Targeted tuition through National Tutoring Programme and school staff.	EEF suggest small group tuition is most likely to be effective if it is targeted at pupils' specific needs and that the quality of the teaching in small groups may be as or more important than the precise group size.	9,11
Specialist CEIAG for all Pupil Premium students	The importance of providing students with the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career is widely recognised. This is particularly important for pupils from deprived backgrounds to ensure they have high aspirations and are supported to break the cycle of poverty.	1,4,9
Specific support for CLA students to meet their individual needs (managed via EPEP)	This is the approach which is recommended and managed by the Virtual Headteacher for CLA in St Helens. By meeting with each CLA individually, their specific needs can be identified and funding used in a targeted way to meet their needs.	1,4,5,7,9

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

Budgeted cost: £54,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All Y11 PP students have access to IT/data as needed (and other equipment/activities relevant to academic success in the course)</p> <p>Increased student access to ICT facilities across the school and at home through the targeted deployment of school laptops</p>	<p>EEF research suggests that an additional 4 months of progress can be gained through use of technological approaches to supplement teaching across all age groups</p>	<p>7</p>
<p>All PP students have access to breakfast and are supported to access extra-curricular activities which directly affect their progress.</p>	<p>A key priority is to secure high levels of attendance post-pandemic.</p> <p>In the 2020-21 academic year there were 19 pupils PP students accessing funded instrumental tuition (19% of the peripatetic music cohort). Pre-pandemic, all PP students were offered support to access educational visits for art and geography.</p>	<p>10</p>

Total budgeted cost: £349,060

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.

Planned outcomes for the PP strategy for the 2020-21 academic year were based largely based around attainment and attendance. The COVID-19 pandemic has made these outcomes difficult to measure and, as such, they cannot be reported here.

An additional target was for Personal Development & Welfare and Learning, Teaching & Assessment to be judged consistently Good across the school. The Ofsted inspection in February 2020 graded Personal Development as Good, whilst the Ofsted visit in March 2021 noted that “leaders and those responsible for governance are taking effective action to provide education in the current circumstances”.

Progress measures were not available for the 2020-21 academic year. Due to the disrupted nature of education during the year, it was difficult to complete in-school assessments but two data drops were completed and some improvements were seen across the year. In year 9, a higher proportion of PP students were on or above track in English (74.5%) and Open (48.2%) subjects at the end of the year than other students (65.7% & 47.2%), and the PP gap also narrowed across the year in Ebacc subjects, from 11.9% to 5.6%. In Year 11, the PP gap narrowed slightly for the percentage of pupils achieving the Basics 9-5 measure.

The successful appointment of a PP Learning Assistant had a positive impact on students. This dedicated member of staff undertook individual meetings with students, visited them in their different classes and looked at their attainment information. This work resulted in individual supported learning plans for some PP students and changes of setting for others to ensure that they were being challenged appropriately and were able to access the most appropriate learning opportunities. This role will be extended during the next PP plan due to the initial successes seen in 2020-21.

Educational visits could not take place during the pandemic and therefore impact in this area could not be measured. However, the blended learning approach which had to be employed during the year provided an opportunity to fully understand the IT requirements of PP students, not just the provision of the equipment provided by the DfE but also internet access requirements in students' homes. Blended learning also provided a valuable insight into the ways that different students like to learn and engage which can be taken forward into the next plan. The planned provision of GCSE Pod proved to be even more important for students when learning moved online, and the homework club was still able to run, with the focus shifted to supporting pupils to

access online learning and providing additional guidance on using the available resources effectively.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

One of our five core principles “quality education” is key component of our approach to teaching and learning for all students. It is our belief that all our students should receive the highest quality of education and we endeavour to prioritise high-quality teaching, ensuring we remove barriers to our students, broaden their horizons and encourage them to realise their potential. Pupil Premium students benefit from this approach in line with all other students.

Within school, departments are encouraged, as part of recorded and evidenced CPD, to choose different foci for improvement for the year. Many departments choose to focus on PP students, and boys in particular. This does not require any additional funding but does mean that the attainment of this group is subject to scrutiny after each assessment point and that interventions are put in place within the normal curriculum. The maths department has been particularly strong in this area, regularly changing students’ teaching groups to address specific needs and gaps in knowledge.

The school has a strong careers programme for all students, funded from our core grant, which prioritises support for Pupil Premium students to raise aspirations and secure post-16 placements. As a result, our NEET figures are low across all key groups and access to further education, employment and training is valued by students.