

De La Salle School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview (September 2023)

Detail	Data
Number of pupils in school	1197
Proportion (%) of pupil premium eligible pupils	24.56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-22 2022-23 2023-24
Date this statement was published	05/11/2021 Reviewed November 2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Andrew Rannard
Pupil premium lead	Christine Mulhall
Governor / Trustee lead	Robin Nunnery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,610 (estimated)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£81,108 (estimated)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£335,718

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.

A key element for any student to access quality education is their ability to read and we have invested heavily in identifying gaps in reading knowledge, identifying the cause of those gaps e.g. phonics, fluency, automaticity, and implemented a comprehensive programme of reading interventions for each level of need. This is coordinated by a member of the SLT and our own Reading Champion.

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 identify 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 expanded our successful trial of a Pupil Premium Learning Mentor post, and now have this post in both Key Stage 3 and 4. As well as supporting students, these colleagues ensure 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 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress 8	-0.5
Attainment 8	38
Percentage of Grade 5+ in English and maths	25%
Attendance	87%
% Persistent absentees	30%
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: £200,503

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>We have spent time reviewing and improving our curriculum maps and accompanying assessments to ensure they 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 computing, geography, history and RE (<i>2022 KS4 GCSE outcomes</i>).</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>PP boys make less progress, particularly in English Literature and Language (2022 KS4 GCSEs).</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: £61,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expansion of the PP support team to include 2 learning mentors, one for each key stage</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. Our provision of 2 PP TAs has been changed to 2 PP Learning Mentors for this academic year.</p>	3,4,5,9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy programme; identifying gaps in reading knowledge and implementation of intervention programmes building upon the reading leads in all departments	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.	2
Ensure HoDs recognise and address the barriers to progress for PP students	PP students with previous higher attainment have not always been placed in the highest sets to achieve their potential grades by KS4. 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.	8,9
Develop HoY strategic role in identifying and addressing low levels of progress; incorporate into Extended Leadership for focussed work in KS4	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 Children We Look After (CWLA) students to meet their individual needs (managed via EPEP)	This is the approach which is recommended and managed by the Virtual Headteacher for CWLA in St Helens. By meeting with each CWLA 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: £74,500

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>Pupil Premium students regularly access our breakfast service which is now run by our catering provider so that students can have breakfast alongside their peers without being singled out.</p> <p>In the 2021-22 academic year there were 4 PP students accessing funded instrumental tuition (19% of the peripatetic music cohort). Students also received financial support to access educational visits to Stratford, Iceland, Snowdonia and the Lake District, and to access our Lasallian retreats.</p>	<p>10</p>

Total budgeted cost: £336,121

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress for disadvantaged students was -0.85 in 2023, an improvement of 0.14 from 2022, and attainment (A8) for DA students was 31.83 (compared to 46.11 for non-PP students). Whilst the P8 gap in school remains static at -0.73, there has been an increase in the number of disadvantaged students with a positive P8 (12). There was also significant increase in the number of disadvantaged students achieving a 5+ in English and maths at 20.4%, rising from 17.5% in 2022.

A key target of the PP strategy is to improve attendance; this rose to 83.7% in 2023 from 82.6% in 2022. This increase of over 1% has impacted significantly on the progress of students, especially at KS3. Our in-school data for KS3 shows the DA gap closing in target areas.

This success in continued improvements in attendance can be attributed to the permanent appointment of two DA learning mentors. The success of their work in building relationships with students and home, and developing action plans with individual students, can be seen not only through improvements to attendance but also in the increased number of disadvantaged students accessing extra-curricular activities and educational visits: a key element of the strategy.

Financial support to take part in extra-curricular trips and visits is offered to all students, and in particular to those who qualify for Pupil Premium funding. Visit organisers work with pastoral teams to identify students who may need specific financial support. With limited funds available, it is not always possible to offer support for the full cost of a visit, and the benefits and outcomes must be clearly identified.

Funding is not a direct issue for extra-curricular clubs. However, we are aware that clubs and activities running after school may not be accessible for Pupil Premium students if they are dependent on the bus to get home. Travelling to other venues for sports matches may also be difficult if students have to be collected afterwards.

We have increased our budget spend on wider strategies (3.2) to include a commitment to reading. This includes making links with a local bookshop and giving disadvantaged students the opportunity to choose and buy their own book.

Destination figures for the 2023 cohort show there are no NEET DA students. 100% of our disadvantaged students with high prior attainment have accessed further education through sixth form college or college of further education.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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.