

Pupil premium strategy statement – De La Salle School

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	1191
Proportion (%) of pupil premium eligible pupils	26.62%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	30 th September 2025
Statement authorised by	Mr A Rannard
Pupil premium lead	Mrs C Mulhall
Governor / Trustee lead	Mr R Nunnery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£348,390

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 and includes all Y9 students having access to Bedrock Learning.

We have invested in The Great Teacher Toolkit to allow all teaching staff to engage with the Science of Learning course. Alongside this we have a programme of bespoke CPD for support staff 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 the 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. This enables us to have “Golden Groups” in years 7 & 11.

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 three mentors in post. As well as supporting students and working closely with the “Golden Groups”, 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	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4.7% and 7.8% lower than for non-disadvantaged pupils.</p> <p>32.9-44.7% of disadvantaged pupils have been 'persistently absent' compared to 22.3-35.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>DA students have lower levels of reading comprehension than their peers and this impacts on their ability to access the curriculum and make progress.</p>
3	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. Pupils currently access additional support through mentoring programmes and 30 DA students receiving intense support from PP learning mentors.</p>
4	<p>Lack of academic support at home (including restricted access to technology)</p>
5	<p>Limited opportunities to develop levels of cultural capital beyond school</p>
6	<p>Low aspirations leading to low levels of engagement</p>
7	<p>Low levels of progress across subjects (particularly Engineering, music and RE)</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.

Intended outcome	Success criteria
Improved attendance for all learners, particularly DA	DA attendance rises to 90%
Improved reading ages amongst DA students at KS3	10% reduction in "red readers"
Increased confidence, positivity and attitude to learning	Increase in lesson attendance for "Golden Group" in each year

Staff take responsibility for the progress of DA students and are ambitious in their expectations of what they can achieve	QA identifies same expectations and ambition for all students
All KS4 DA students have access to necessary technology to support independent study	Students able to access all resources from home
Opportunities to increase exposure to cultural capital are accessed	Students are financially supported to attend school trips
A8 outcomes reflect the ambition for and support offered to DA students	DA attainment rises to 45.53 DA gap narrows by 20% on 2024 outcomes

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £171,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing in English, maths and science	EEF research suggests that COVID has potentially reversed a decade of progress in closing the attainment gap. Evidence is clear that DA students have fallen further behind. 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.	2,7
Literacy programme; identifying gaps in reading knowledge and implementation of intervention programmes building upon the reading leads in all departments including the use of Bedrock Reading with Y9	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.	7

All teaching staff engage with The Great Teaching Toolkit and complete the Science of Learning Module	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	6,7
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £154,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Golden Groups" established in each year group to work with PP Learning Mentors	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	1,3,4,5,6,7
Expansion of the PP support team to include 3 learning mentors	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. 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 has been changed to 3 PP Learning Mentors for this academic year	1,3,4,5,6,7
Targeted tuition through National Tutoring Programme in maths and science.	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.	6,7

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.	6
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.	1,3,4,5,6

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

Budgeted cost: £45,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Y11 PP students have access to IT/data as needed (and other equipment/activities relevant to academic success in the course) Increased student access to ICT facilities across the school and at home through the targeted deployment of school laptops	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	4,6
All PP students have access to breakfast and are supported to access extra-curricular activities which directly affect their progress	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. In the 2023-24 academic year there were 26 PP students accessing funded instrumental tuition (21% of the peripatetic music cohort). Students also received financial support to access educational visits and field trips in geography, art, drama and technology and residential experiences in France, Belgium, Italy and London.	5,6

EWO to work alongside the PP learning mentors to ensure that absences are responded to in a timely and appropriate manner.	EEF Guidance Report “Working with Parents to Support Children’s Learning”	1
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Total budgeted cost: £371,222

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress for disadvantaged students was -1.42 in 2024, this compared to -0.83 in 2023 and 0.17 (2023) national outcomes. Attainment (A8) for disadvantaged students was 27.89 in 2024 compared to 31.8 in 2023.

These overall figures for school's DA students are in comparison to 49.18 A8 and -0.07 P8 for non-disadvantaged students.

Whilst there has been a decrease in the overall headline figures for disadvantaged students in 2024, the removal of key groups of students shows an improving picture. Ten DA students were educated off-site for the whole of KS4. When these students are removed overall attainment for DA students is 35.18 and this increases further if we remove students with less than 90% attendance to 36.94 and 45.03 if students with less than 95% attendance are discounted. 9-4 Eng/maths for all DA is 35%. 9-4 DA in school is 43.3%. 9-4 DA in school with +95% attendance is 70%. 9-5 Eng/maths DA for all DA is 17.5%. 9-5 Eng/maths in school is 23.3%. 9-5 DA in school with +95% attendance is 40%.

The foundation for the PP strategy has been rooted in attendance. The PP strategy has supported a lot of work around the attendance of students. Despite this, attendance dropped from 88.03% in 2023 to 87.63% in 2024. Persistence absenteeism also rose from 43.54% in 2023 to 48.26% in 2024. This has impacted significantly on the progress, attainment and overall outcomes for these students.

The success of the work to improve attendance can be attributed to the impact of employing designated PP learning mentors. In addition to their work, PP funding is also contributing to the employment of a new EWO who is working hard to target identified PP students. The commitment of these three colleagues ensures that positive relationships are built with students and families. This not only contributes to improvements in attendance but also in the increased number of disadvantaged students accessing extra-curricular activities.

Further to this, PP funding has also been used to support the work of the Engagement Centre, a dedicated provision for a small number of KS4 students. This provision allows students, who would otherwise potentially be educated off-site, to access a full complement of qualifications, whilst maintaining the structure and security of the school setting.

Financial support continues to be offered to PP students to allow them to access the comprehensive programme of extra-curricular visits and trips that school offers throughout the year. Visit organisers liaise with pastoral teams to identify families who need financial support. PP funding is also used to support PP students accessing

extra-curricular peripatetic lessons. The school is committed to increasing the cultural capital of all students and in particular our PP students.

Reading has been a key feature of the strategy over the past year and there has been notable success in this area. The number of students with a reading age below their chronological age fell in 2024. Our KS3 PP learning mentor has shown tremendous commitment to improving both the reading ability and reading experiences of a group of our KS3 PP students. They have visited a feeder primary weekly over the past year to read to and with primary students. They have also had the opportunity to visit a local bookshop to purchase books for the primary readers and further develop their love of reading.

Destination figures for 2023 show 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 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.