

Pupil premium strategy statement – St Peter’s Collegiate Academy

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

Detail	Data
Number of pupils in school	1353
Proportion (%) of pupil premium eligible pupils	336 (24.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023, 2024, 2025
Date this statement was published	December 2022 Reviewed July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr. T. Mullen-Furness
Pupil premium lead	Mrs. A. Miles
Governor / Trustee lead	Perdip Nahal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,632
Recovery premium funding allocation this academic year	£82,248
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to</i>	£0

2024.	
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>	£389,880

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium strategy is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged students. Throughout the year, we will focus on the key challenges that are preventing students from high attainment. The approach will be responsive to both common challenges and our students' individual needs, rather than assumptions about the impact of disadvantage.

At St Peter's, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve. All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension. As well as this, the enrichment and enhancement programme will be up and running; it will support our students in building their cultural capital. Post-COVID we are now able to plan and carry out trips and visits; have speakers and guest visitors in school and reintroduce activities such as the Duke of Edinburgh award.

High quality teaching is proven to have the greatest impact on closing the attainment gap and remains at the heart of our approach, by increasing staffing capacity and high-quality CPD. Furthermore, improved student well-being and behaviour is demonstrated in and around the academy, through mentoring and personal strategies. Our strategy is also integral to wider school plans for education recovery, including the targeted support delivered through the National Tutoring Programme (NTP) for those pupils worst affected by school closures.

The key principles of our strategy includes drawing evidence from previous success and student voice in determining a plan that meets the academic and personal needs of our students. In addition, we have drawn evidence from the EEF (Education Endowment Foundation) and Sutton Trust to identify high impact/low-cost interventions to maximise the opportunities that the funding allows. This means that we can provide a bespoke individual package of support for our students depending on their area of need. Through half termly internal reviews we ensure that students are continuing to make the required progress and engage well with the opportunities available.

Challenges

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

Challenge number	Detail of challenge
1	Multi-faceted social deprivation. Some of our children live in areas where poverty and overcrowded accommodation are common, rates of food insecurity are high, and crime rates, including gang crime, are above average. All of these factors are known inhibitors of educational attainment and affect our more disadvantaged children in particular. Furthermore, for some families this deprivation makes it difficult for parents to support their children academically, e.g. with homework and reading at home.
2	Lack of Cultural Capital. Many of our disadvantaged children have low levels of cultural capital, often stemming from a narrower than average range of experiences

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	outside school. This narrow range of experience constrains some student's vocabulary and language development.
3	Vocabulary and reading. Our assessments and observations show that many of our Pupil Premium students are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum. As a result of this, literacy and oracy skills of Pupil Premium students are not as well developed as that of their peers.
4	Social and emotional needs. Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.
5	EAL. Parents and carers often have attitudes, experiences and expectations of education which differ from those in the UK. Parents and carers who speak little or no English, or who are not literate, are unable to communicate effectively with school and therefore find it difficult to fully support their child's education. In addition pupils have a reduced exposure to English outside of school, and cultural norms may differ from those expected in an educational setting. EAL pupils with a lower level of proficiency often have fewer peer and social interactions and opportunities. The increasing number of refugees and asylum seekers need significant pastoral and SEMH support to help them deal with trauma and upheaval which impacts all aspects of their life.
6	Punctuality. 2021 Census data shows that attainment across the City is lower for students from particular areas because of parental perception of education. This can impact on students' attitudes towards school, including punctuality. This is an area for improvement: data (Autumn Term 2022) shows that PP students lost 802.5 hours of learning to lateness and non-PP students lost 1234.2 hours of learning to lateness. Good attendance and punctuality are vital for success at school, and to establish positive life habits that are necessary for future success. Through regular attendance, pupils can: <ul style="list-style-type: none"> • Build friendships and allow young people to feel part of a community • Develop life skills and self-discipline • Engage in learning and enjoy academic success • Minimise the risk of engaging in anti-social behaviour or feeling isolated.

7	Meta-Cognition and Self-Regulation. As per EEF (2020) guidelines, promoting meta-cognition and providing pupils self-regulation strategies can support them to make significant progress with their learning. Currently, some pupils lack the skills needed to overcome challenges with their learning and build resilience
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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
Disadvantaged students make progress in line with disadvantaged students nationally	<ul style="list-style-type: none"> ● PP is a standing agenda item in department and line management meetings. ● Monitoring of data by HOD will influence timely/early intervention. ● Data from academic reviews will show improvements in progress and attainment.
At least good progress and attainment for Pupil Premium students in oracy.	<ul style="list-style-type: none"> ● All teachers are effective in delivering research based oracy strategies. ● Communication and oracy opportunities are woven throughout the curriculum.

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Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> ● Reading tests demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non disadvantaged peers. ● Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> ● Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ○ positive attitudes towards learning/academy life - PASS tests ○ contact with parents/carers - wellbeing checks ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Proportion of school leadership positions filled by PP pupils increases. PP pupils are fully re-engaged with their learning. ● Pupils are more confident in expressing themselves and responding/reflecting on issues in and outside of the school. Pupils will be able to react and adapt to learning challenges more effectively and their resilience to overcome any learning barriers will increase
All staff are aware of the challenges faced by the most disadvantaged students and support the progress of all groups of students.	<ul style="list-style-type: none"> ● All staff have a PP related professional growth objective and can clearly demonstrate the strategies and interventions implemented to support PP progress ● All middle leaders can evidence the monitoring of data and wider intervention strategies in place ● Pastoral and academic leaders work collaboratively to close the gap ● Improved aspiration, confidence and engagement levels for PP pupils

<p>Students are better equipped with the knowledge and cultural capital they need to achieve success in their own lives.</p>	<ul style="list-style-type: none"> • Students are accessing extra-curricular activities regularly • Students are actively engaged in cultural days held throughout the year • Student voice informs us that students value the opportunities and experiences they have had • Improved aspiration, confidence and engagement levels for PP pupils.
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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: £181,302

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first wave teaching and CPD to enable explicit provision for developing strategies to meet the needs of disadvantaged students in all subjects. Activities will include:</p> <ul style="list-style-type: none"> • implementation of a new T&L Framework with associated CPD for all teaching staff • Access to online training • Faculty meetings teaching and learning reviews • T&L focus and monitoring by DSI in Trust • Staff engagement with the CEFEL NPQ Flex • T&L coaches 	<p>High quality CPD can be effective in improving performance in the classroom. EEF Effective CPD guidance summary Use of the Teaching and Learning Framework to highlight key areas of focus for staff. The guidance was produced using the evidence found in the EEF Teaching and Learning Toolkit. EEF Teaching and Learning Toolkit</p>	<p>1, 3, 5, 7</p>
<p>Improve the quality and frequency of feedback to pupils through ongoing staff training.</p>	<p>Feedback studies show high effects on learning when staff use feedback well, both verbal and written. There can be particular advantages for disadvantaged pupils. Feedback Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 5, 7</p>

<p>Ensure that all relevant processes are focussed on employing and developing staff to deliver the highest quality teaching.</p> <ul style="list-style-type: none"> ● Recruitment & Retention ● Performance Management ● Internal and external CPD and accredited programmes (NPQ) ● Middle Leader Development ● Learning from best practice - visits to other schools both within and beyond the trust 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1, 3, 5, 7</p>
<p>Whole school performance management target focussed on supporting the progress of PP students.</p>	<p>Click here for further evidence</p>	<p>1, 3, 5, 7</p>
<p>Review and plan more strategic and effective use of GSL Assessment Package. Staff training to ensure effective analysis of data and action planning.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of individual students Click here for further evidence</p>	<p>1, 3, 5, 7</p>
<p>Improve levels of literacy of disadvantaged students</p> <ul style="list-style-type: none"> ● Member of SLT leading on whole school literacy ● Accelerated reading programme used to baseline assess Yr 7 students. 	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Click here for further evidence</p> <p>Accelerated Reader produces “particularly positive effects” of up to + 5 months</p>	<p>3</p>

<ul style="list-style-type: none"> ● Impact measured at end of Yr 7 with further targeted intervention in Yr 8 and 9 ● Member of staff in place to run the Accelerated Reader Programme. ● Toe-by-toe program used where pupils are identified as needing 1-2-1 support when joining St Peter's. Phonics trained TA to deliver and monitor the program. ● HODs and teaching staff to ensure students have regular access to high quality academic reading relevant to subject disciplines. ● Subjects provide reading lists linked to curriculum journeys to support pupil engagement with wider reading across the curriculum. 	<p>according to an independent study by the Education Endowment Foundation (EEF) and Durham University. Click here for further evidence</p>	
<p>Allocation of INSET days, Thursday CPD slots and weekly Teach Meets for time to share and embed T&L strategies.</p>	<p>EEF: Putting Evidence to Work – A School's Guide to Implementation</p>	<p>1, 3, 5, 7</p>
<p>Embedding high impact pedagogies including Rosenshine's Principles of Instruction and cognitive load theory to develop effective acquisition and application of knowledge.</p>	<p>The Schools We Need And Why We Don't Have Them, E.D. Hirsch</p>	<p>1, 3, 5, 7</p>

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

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Oracy 21</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact. 1,3,4 7 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and</p>	<p>3, 5</p>
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	<p>fewer behavioural issues following work on oral language. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&utm_medium=search&utm_campaign=site_search&search_term=oracy</p>	
<p>Remodelled 'target setting' to Partnership Meetings: Identify 10% most disadvantaged students in each year group; identify known /perceived barriers to learning; dialogue with students, parents & carers to identify further barriers and to implement strategies to support. Heads of Year and PP lead to liaise.</p>	<p>EEF + 2 months The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p>	<p>1, 4, 7</p>
<p>Targeted support for PP students through the DFE sponsored National Tutoring Programme. Identified groups of PP students will receive 1:1 or small group tutoring to address the impact of the COVID-19 pandemic</p>	<p>EEF + 4 months Click here for further evidence</p>	<p>1, 6, 7</p>
<p>Miscellaneous - as and when need arises throughout the year. EAL; intervention/support (eg Sparx); alternative learning pathways' stationary; technology.</p>		<p>1, 4, 6, 7</p>

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

Budgeted cost: £93,578

Note – The purpose of this budget is to improve attainment for disadvantaged learners. In most cases, it will be used to

maximise access to quality first teaching. The top 10%/ten 'most disadvantaged disadvantage' students will be identified in each year group and in the first instance, will be invited, along with their parent/carer, to attend an interview with their HOY to discuss their barriers to learning, aspirations, hopes and dreams etc. Intelligence from parents will also be gleaned to create an all encompassing package for each student based on individual need.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy of trips or residential visits (offering experiences that may otherwise be lacking)	The Education Endowment Foundation states, 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self confidence and motivation. Outdoor Learning Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 6, 7
Contributions to extracurricular activities	Extending school hours to offer support to family and allow both children (siblings) to	1, 2, 4, 6

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including after school clubs and music tuition.	have independent activities/time. Allow children to settle at 2, 6 12 school and build relationships within the school community. Further develop children's skills in areas of interests. This has historically had positive feedback from pupils and parents.	
Well-being & SEMH support for students: <ul style="list-style-type: none"> Engage Trust UK 'Worth it' Programme KB - SEND dept. 	EEF behaviour Interventions +4 months. Click here for further evidence Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Click here for further evidence	1, 4, 6, 7
Building Cultural Capital in disadvantaged students. eg. Culture Day; St. Peter's Great Exhibition; Beauty and the Beast theatre visit; access to book fair	Young people from higher social groups are 5% more likely to remember cultural trips organised by their parents (ABC1s – 46%, C2DEs – 30%) 35% of young people from lower social groups (C2DEs) remember their first memorable cultural trip as organised by their school compared to 27% of young people from higher social groups. Click here for source	2, 6

<p>Monitor and Increase parental engagement through:</p> <ul style="list-style-type: none"> • HOYs and Form Tutors engage parents to encourage attendance at Parents Evening and other key events. • Partnership Meetings 	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Click here for further evidence</p>	<p>1, 5, 7</p>
<p>Miscellaneous - as and when need arises throughout the year. Programmes such as Sister 2 Sister (focus on raising aspirations).</p>		<p>2, 4, 7</p>

Total budgeted cost: £389,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Upon evaluating the previous strategy it was concluded that it required sharpening up and refocusing. So it has been fully revised moving forward. We believe the new strategy is a better reflection of our academy and the ever-changing needs of our students. We are focusing on punctuality rather than attendance; focusing on the aspirations of our students by putting an emphasis on cultural capital and enrichment opportunities and ensuring the careers programme continues to support students deepening their understanding of further education or employment.

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)

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**

The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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