

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	St Clement's High School
Number of pupils in school	666
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021- August 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr N Willingham Head teacher
Pupil premium lead	Mr C Wood Deputy Head
Governor / Trustee lead	Mr M Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,490
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	£120,490

Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged students are the same as for all our students: to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential and to leave St Clement's equipped with the skills and attributes to empower them to lead happy and successful lives.

We recognise that there are circumstances in life that present our disadvantaged students with additional challenges, so the purpose of our pupil premium strategy is to tackle those challenges and overcome them together.

We focus on individual disadvantages rather than a 'one size fits all' approach and pay special attention to literacy skills, attendance issues and the needs of those with different cultural backgrounds and socioeconomic groups

We follow the EEF guidance on implementation to focus on "fewer, strategic choices and pursue these diligently". Our current pupil premium strategy plan focuses on three strands:

1. Quality first teaching and access to the curriculum
2. Targeting academic support
3. Supporting wider development and well-being

Challenges

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

Challenge number	Detail of challenge
1	<u>Literacy</u> Historically disadvantaged students join Year 7 with a literacy deficit indicating that a literacy gap already exists.

2	<p><u>Motivation / aspiration.</u></p> <p>Regular internal audits including observations, book scrutiny's, data, pupil and teacher voice help identify specific barriers per cohort. One of our barriers to learning for disadvantaged students is motivation and aspiration.</p>
3	<p><u>Attendance.</u></p> <p>Attendance data shows that the attendance of disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p><u>Relationships.</u></p> <p>Crucial evidence points to the benefits of disadvantaged students building key relationships with staff. This must be taken into consideration when students move into the school and continue when they move year group or class.</p>
5	<p><u>Parental participation.</u></p> <p>Parental participation is an on-going challenge for St Clement's High School. This has been heightened by the pandemic. We will continue to build parental participation and engagement particularly in reference to school events such as parent evenings.</p>
6	<p><u>Meta cognition and Self-regulation skills.</u></p> <p>Teacher and pupils' voice, along with observations evidence lower attaining disadvantaged pupils generally lack metacognitive and self-regulation techniques and strategies to apply when being faced with an independent task. This is evident particularly in the planning of a new task and evaluating performance.</p>
7	<p><u>Background Knowledge retention.</u></p> <p>Teacher and pupils' voice along with observations identify that, particularly our lower ability disadvantaged pupils, have a smaller knowledge base than their peers do. This may be evident as a lack of vocabulary or a narrow understanding of concepts and background to topics.</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
Departments using key themes of the EEF Literacy guidance this includes reading comprehension strategies.	<ul style="list-style-type: none"> Monitoring, pupil/staff voice indicate improvements have been made by our disadvantaged pupils in terms of their fluency in reading and wider vocabulary. Monitoring, pupil/staff voice should also indicate a closing of the gap between the attainment of disadvantaged and non-disadvantaged.
Increased engagement. Extra-curricular, applications, rewards programmes, visits, participation, ATL scores.	<p>Monitor and act on whole school activities and reports.</p> <ul style="list-style-type: none"> Data showing participation to extracurricular activities, evidences an increase in disadvantaged attendance. Every disadvantaged pupil will have had the chance to attend an off-site visit. Disadvantaged pupil ATL data to show improvements when compared to non-disadvantaged pupils.
Improvement in attendance.	Improvement in disadvantaged attendance figures from 2023/24.
Fewer behaviour issues / points. Strong relationships with staff to be maintained.	<p>Staff training on negative effects of transition particularly for disadvantaged youngsters.</p> <ul style="list-style-type: none"> Behaviour points for disadvantaged pupils to reduce. Achievement points being gained by disadvantaged pupils to significantly increase.
High attendance to parent evenings and home/ school meetings.	Monitor and act on parent attendance figures. Parent voice

<p>To improve Meta cognition and Self-regulation awareness and skills for all disadvantaged youngsters.</p>	<p>Monitoring, reports, pupil/staff voice and observations indicate</p> <ul style="list-style-type: none"> Disadvantaged students are able to regulate their work and complete tasks independently. Homework completion rates should support these improvements.
<p>Knowledge retention.</p>	<p>Monitoring, reports, pupil/staff voice and observations indicate</p> <ul style="list-style-type: none"> Disadvantaged pupils are now more aware of subject specific words and their definitions. Disadvantaged pupils are more able to hold conversations including tier 3 words and using more advanced vocabulary.

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

Budgeted cost: £ 58,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff responsibility and TLR's. Strategic and operational roles to support both pupils and staff.</p>	<p>By following recommendations set out in the evidence-based research documents below, we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils.</p> <p>Making best use of TA's. EEF.</p> <p>Improving Literacy in Secondary Schools. EEF.</p> <p>Metacognition and self-regulation. EEF.</p>	<p>1,2,6,7</p>

<p>Subject specific staff development time and training.</p> <p>This is in relation to assessments, subject developments, support for sub groups and pedagogy.</p>	<p>Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. Improving the quality of teaching.</p> <p>EEF - A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Evidence suggests schools who create additional time to prioritise professional development such as regular sequential sessions have seen exceptional outcomes for disadvantaged students. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged. In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater</p> <p>Improvement. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>The attainment gap. EEF.</p>	<p>1,2,3,4,6,7</p>
<p>Early career staff support and professional development.</p>	<p>Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. Supporting and developing early career teachers is vital.</p> <p>The attainment gap. EEF.</p> <p>ECF - During induction, it is essential that early career teachers are able to</p>	<p>2,4,6,7</p>

	<p>develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development</p>	
<p>Recruitment and retention.</p>	<p>Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. To retain good quality staff and be able to recruit when necessary will aid this end.</p> <p>The attainment gap. EEF.</p>	<p>2,4,6,7</p>
<p>Staff culture training.</p>	<p>The evidence from the study, <i>Against the odds</i>, suggests that staff attitudes are an important factor in creating a positive culture to successfully tackle socio-economic disadvantage. A staff attitudes survey will be sent to all staff.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

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

Budgeted cost: £ 47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group intervention with academic mentors, outside of school days, for pupils with a specific focus.	<p>Extra tuition to address specific needs identified through data or teacher observations. This is firstly, prioritised towards disadvantaged but also to any sub group that is seen to be in need.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,6,7
Purchase of external online licences via providers that concentrate on both course materials and also diagnostic assessments.	DFE – Wider approaches for Pupil Premium spending may be used at a schools discretion. This could be on music lessons, revision guides and educational visits. No student should be at a financial disadvantage due to their socioeconomic background.	1,2,5,6,7
Teacher Assistants, learning and academic mentors training / small group work.	<p>EEF – ‘The recommendations in this guidance recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources.’</p> <p>EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average</p> <p>Best use of TA's. EEF.</p>	1,2,4,6
School led intervention.	Extra tuition to address specific needs identified through data or teacher observations. This is firstly, prioritised	1,7

	<p>towards disadvantaged but also to any sub group that is seen to be in need.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of staff with specific focus on disadvantaged pastoral and academic care and wellbeing. Pupil Premium Pastoral worker</p>	<p>A member of staff who has responsibility to raise staff awareness, raise student aspirations, provide data analysis, to encourage and facilitate extracurricular sessions, improve attendance, and to mentor and nurture Pupil Premium students.</p> <p>EEF - Research from the 'Teaching and Learning Toolkit' states... 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</p>	2,3,4,5
<p>Career guidance. Development of a whole school plan plus individualised support via outside providers.</p>	<p>EEF - Strong careers information, advice and Guidance as well as educational experiences are listed in the top 10 approaches for disadvantaged pupils.</p>	2,3
<p>Culture capital curriculum. Development of bespoke curriculum to address school</p>	<p>EEF - 'One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum</p>	1,2,3,4,6,7

specific personal and social issues.	visits and discussions at family mealtimes.'	
Extra-curricular activities. i.e trips etc. Fund disadvantaged pupils, where outcomes agreed, to ensure disadvantaged pupils have access to opportunities outside of the classroom.	EEF - 'One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum or theatre visits and discussions at family mealtimes	2,3,4,5,7
Learning resources. Help to provide course revision materials, equipment and any other agreed resources that the absence of will disadvantage the pupil.	DFE – Wider approaches for Pupil Premium spending may be used at a schools discretion. This could be on music lessons, revision guides, breakfast club and educational visits. No student should be at a financial disadvantage due to their socioeconomic background.	2,6,7
Parent engagement events.	EEF - Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes	4,5
Pastoral support.	EEF - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income	2,3,4
Attendance support.	EEF - Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils (EEF	3

Total budgeted cost: £ 120,490

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.

Through the government's Pupil Premium grant we are able to offer a wide range of diverse support for each pupil. In 2020-21 St Clements High School received **£ 159,251** in the Pupil Premium Grant.

The focus of last year's strategy was on maintaining contact with students in lockdown, promoting well-being to learn for those at home, and in person for our key worker and vulnerable students in school, ensuring all were equipped with suitable devices for learning, reviewing the curriculum implementation in these special circumstances.

Our internal assessments during 2020/2021 suggested (based on external estimates from FFT) that the progress of disadvantaged pupils, compared to others, has widened since 2019.

The use of tutoring, both remote and on-site, has proved extremely beneficial at closing the gaps in crucial learning and has provided an additional means of home/school engagement. As a result our intention in the current academic year is to widen the range of disadvantaged pupils' allocated tutoring provision and increase the array of tutoring to include more departmental areas.

Catch-up provision has included review by class teachers of student understanding of work in lockdown and subsequent review of classroom delivery of the curriculum. This has been supplemented by 1:1 tuition, for students with areas of weakness.

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
Accelerated reader	Renaissance Learning
Class charts	TES
Hegarty Maths	Hegarty Maths
Show My Homework	Satchel One
St Clement's Saturday tutoring	School Staff / Sixth Form Students
SIMS	Capita

