

Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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: St Andrew's CE High School	Data
Number of pupils in school	742
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2024 to 2027
Date this statement was published	20.12.2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mia Lowney
Pupil premium lead	Matthew Cordwell
Governor / Trustee lead	Peter Woodman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 176,882.50
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 176,882.50

Part A: Pupil premium strategy plan

Statement of intent

Through aspiration for all, from all we intend to support students of all background and specifically those disadvantages students achieve in all areas of their education. Currently disadvantage students national progress less than peers, our intention is to ensure all students at St Andrew's make progress despite their background. Our current pupil premium strategy works towards improving the educational experience our student receives by offering high quality teaching, a broad curriculum and wide-ranging accessible enrichment opportunities. Key to this is ensure student attendance in good.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of some PP students is significantly below that of the other students in the school
2	Some of our disadvantage students arrived at St Andrew's with below expected standard for literacy, resulting in outcomes lower than their non-PP peers.
3	Attitude to learning withing PP cohort is, on average, lower than their peers who are non-PP.

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
Attendance of PP group improves	The gap between PP and non is reduced year on year over the three years until there is no gap.
Progress gap between PP and non is reduced	The gap between PP and non is reduced year on year over the three years until there is no gap.
Literacy levels of PP students who enter below expected standard will be improved through targeted support	Literacy levels of students supported will in line with their Peers on entry to the KS4

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: 50%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving Attitude to Learning through high quality teaching and curriculum development	Research from the EEF shows that Social and Emotional Learning strategies support more positive attitudes to learning, and can lead to an average of three months' additional progress in academic outcomes over a year	2, 3
Targeted and specific CPD	Research from the EEF shows that the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	2, 3
SEND teacher recruited	Research shows that targeted, small-group instruction supports all students, including struggling readers	2, 3
PP lead added to leadership team	Growing the leadership of Pupil Premium within leadership enables a wider visibility and more regular spotlight	1, 2, 3

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

Budgeted cost: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Provision –	Lexia is a proven literacy strategy, which has a EEF report supporting its ability to improve literacy levels. Second year of provision to embed use through lessons learned in year 1	2, 3
Masterclass and intervention groups within school time	Additional contact time during school, with subject specialists, reduces the knowledge and content gap between PP and non-PP	2, 3
Phonics Strategy	Phonics is shown to have a high impact for a very small cost. With 5+ months progress	2, 3

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

Budgeted cost: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with county led attendance project	National and in school data shows students who regularly attend school progress more than their peers who don't	1
Develop and launch consistent approaches across cohorts for challenging low attendance	As above	1
Addition of pastoral manager role to support earlier identification of attendance concerns	Earlier intervention leads to few students reaching EBSA or being Persistently Absent	1
Financial support - allow all student to access offered elements of wider school life	With the after effects of the cost of living crisis more families are struggling financially to support with uniform and other opportunities will prevent students missing out	1, 2, 3
NFER tests	All students assessed to ensure all teaching staff have accurate and specific data when adapting learning.	2, 3
Leadership mentoring	Results demonstrate that mentoring is associated with a wide range of favorable behavioral, attitudinal, health-related, relational, motivational, and academic outcomes.	2, 3
Use of provision map to regularly share strategies	Pupil passports enable children to express their individual preferences, such as what they enjoy and dislike doing, and their learning needs, such as where they may require extra support. It also includes strategies to support them and skills that are challenging for them, with supportive strategies. This builds trust and better working relationships between students and teachers.	2, 3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

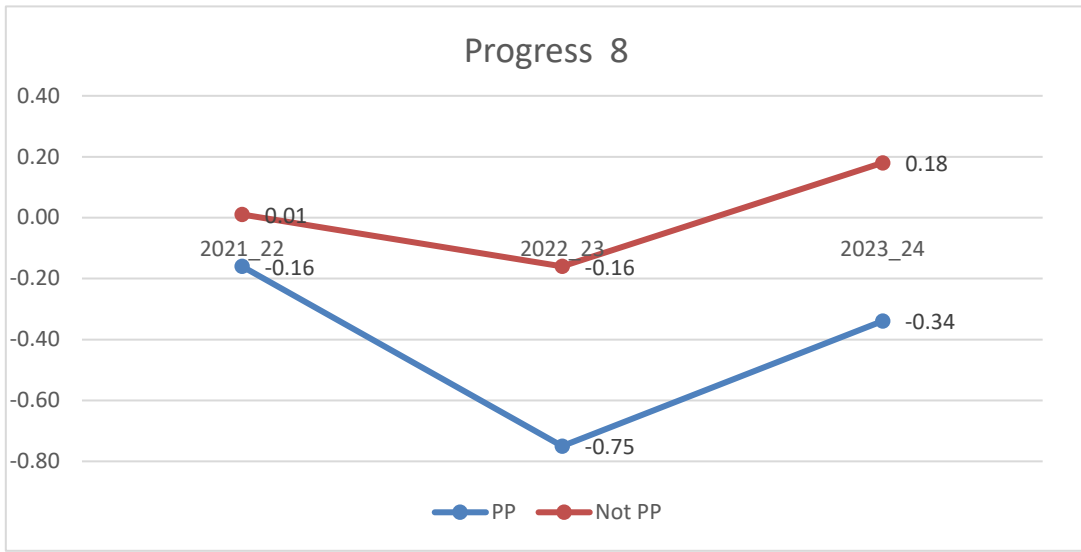
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. Review of expenditure				
Academic year	2023-24			
i. Whole school initiatives – including teaching and learning				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Focus on high aspiration in classroom	Quality of teaching and learning improves and as such improves student's outcome	Continued improvement in academic outcomes. PP outcomes with in 0.1 of 0. PP gap reduced to 0.1 at most.	PP progress in relation to P8 improved but not at the same rate as non PP the gap closed however still sits at 0.48	
<i>CPD provision</i>	Targeted provision to support staff develop	Improved classroom delivery and increase in staff skill set. Which in turn see continued improvement in academic outcomes. PP outcomes with in 0.1 of 0. PP gap reduced to 0.1 at most.	PP progress improved on last academic year moving closer to 0.	
Total budget allocation				50%
ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
<i>Lexia Provision</i>	Improve identification and support for literacy needs	Target session offered from the results	Target intervention ran year long and showed some improvements, increased use in for SEND students. Further review needed and explore use for KS3 homework	

Extra Time Provision	Help disengaged students re engage in learning and transition back in to school	Improve attendance and behaviour of targeted students. 75% of students completing the 8-week program will improve attendance and reduce incidents of C2 by 25%	Wasn't used as limited impact for students after attending course.	
				25%
iii. Individual support				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Financial support - allow all student to access offered elements of wider school life	Allow students in receipt of FSM to access the same opportunities as their peers	Student will gain cultural capital be experiencing educational or cultural visit they may not have been able to access previously. Percentage to student on trips in receipt of FSM or	Continued increase in requests for support from parents. All PP students provided with one paid trip a year, additional funding used to support students to attend year 7 residential and other KS residential.	
		PP to increase by 25%		
Attendance strategy launch high profile approach	National and in school data shows students who regularly attend school progress more than their peers who don't	Attendance was still below NA for PP students, reviewed actions and appointment of attendance lead has already seen improvements this academic year	PP attendance was in line with national average however still remained below that of non PP students.	
Exact tests	Specific targeted testing of students to ensure correct strategies and support are in place.	More data need to see impact, better understanding of those requiring support.	Primarily used by SEND with a PP crossover, targeted interventions showed improvements across key groups.	
Total budget allocation				25%

Data trend

Progress 8 Data Trend



5+ and 4+ with EM

