

PUPIL PREMIUM STRATEGY STATEMENT

This statement details our **academy's** use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged **students**.

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 **academy**.

School overview

| Detail | Data |
|---|-----------------------------|
| School name | The Palmer Catholic Academy |
| Number of pupils in school | 1188 |
| Proportion (%) of pupil premium eligible pupils | 258 (21.7%) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Mr Paul Downey |
| Pupil premium lead | Mrs Pascoe-Matthews |
| Governor / Trustee lead | Mrs Marian Leslie-Povoas |

Funding overview

| Detail | Amount |
|---|---------------------------|
| Pupil premium funding allocation this academic year | £299,933 |
| Recovery premium funding allocation this academic year | £80,316 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | To be confirmed by Maxine |

Part A: Pupil Premium Strategy Plan

Statement of intent

The aim of the funding allocated to The Palmer Catholic Academy for 2023-2024 will be used to bridge gaps between disadvantaged students and their peers. As an academy it is our intention that our strategies are embedded in whole school practices that seek to create an ethos of high aspirations and attainment for all students.

We understand that the needs of students identified as disadvantaged are diverse and require varied support. We have looked at what has worked for our academy and current research around good practices to create strategies. The new model makes it clear that quality first teaching has a significant impact on the learning of all students.

The academy is committed to a long-term collective approach to addressing disadvantages of our students. All staff will understand their individual and collective responsibilities in ensuring that irrespective of students' background or the challenges faced they make good progress and achieve high attainment across the curriculum.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>The attainment of disadvantaged students is currently not in line with non-disadvantaged students across GCSE 'Open Bucket' subjects resulting in lower progress scores for disadvantaged students. (2022-2024)</p> <p>Update: Our 2023 GCSE group did exceptionally well, however the challenge will remain as the current cohort has a slightly different profile and current data suggest the need to maintain the area of focus.</p> |
| 2 | <p>Literacy /Comprehension levels of disadvantaged students who also have SEN needs are currently below non-disadvantaged students as reported by our annual reading assessments.</p> |
| 3 | <p>The number of students from disadvantaged backgrounds needing pastoral support has increased since the pandemic and this is having a negative impact on their academic progress and wellbeing in some instances.</p> |
| 4 | <p>Persistent absence for some of our disadvantaged students puts them at risk of underperforming affecting their life chances. This is also a national focus and will remain a targeted area.</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 attainment among disadvantaged students across the curriculum at the end of KS4, progress 8 score on par with non-disadvantaged students. | <p>By the end of 2024/2025 there will be a maximum of a 5% gap between the progress of disadvantaged and non-disadvantaged students.</p> <p>2024/25 KS4 outcomes for disadvantaged students: an average Attainment 8 score of Progress 8 score 0.40</p> |
| Improved reading ages/reading comprehension among disadvantaged students across KS3. | <p>A larger proportion of disadvantaged students have lower reading ages than their non-disadvantaged peers.</p> <p>2024/25 reading ages for year 9 disadvantaged students should be above the national average and in line with non-disadvantaged students at the academy.</p> |
| To achieve and sustain improved wellbeing for all students, including those who are disadvantaged. | <p>All students seeking pastoral support will be seen by one of our mentors. Where necessary, pupils will also be seen by our school counsellor or referral made to external specialist services.</p> <p>By 2024/25 it will be fully embedded in our practice with disadvantaged students receiving pastoral support as part of early intervention relating to wellbeing and also maintained when needed.</p> |
| To achieve and sustain improved attendance for all students, particularly our disadvantaged students. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>the overall absence rate for all students being no more than 5%, and removing the attendance gap between disadvantaged students and their non-disadvantaged peers in current years 9 and 10.</p> <p>The percentage of all students who are persistently absent being below 10% and the attendance gap figure among disadvantaged students being no greater than their peers.</p> |

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: £ 175,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| The academy will recruit good to outstanding teachers to ensure outstanding quality first teaching. | <p>Teaching and learning – Research conducted by the EEF found that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. Quality first teaching, recruitment, retention and professional development will be part of our key focus.</p> <p>High standard of teaching benefits all students including pupil premium (Education Endowment Fund). DFE research 2015 – Leaders in schools that were more successful “focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours”.</p> | 1 |
| The academy will invest in top quality CPD for whole staff training needs and will also support colleagues in external training for example the NPQ programmes. The academy will cover the cost for daily cover for staff participating | <p>Teaching is a lifelong learning profession and it is imperative that teachers and teaching assistants are aware of current policies, strategies and research.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality Assurance of Teachers Continuing Professional Development.pdf</p> | 1, 2 |
| The academy will carry out subject reviews with internal staff as well as external consultants/experts | <p>Reflecting on current practices will help schools to recognise what is working in the best interest of children and staff for excellent progress.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality Assurance of Teachers Continuing Professional Development.pdf</p> | 1,2 |

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

Budgeted cost: £ 54,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Appoint a trained LSA to lead on Ruth Miskin and other Literacy intervention for Years 7 to 9. | <p>Young people who leave school without good literacy skills are held back at every stage of life. (EEF 2019) The EEF further asserted “by attending to the literary demands of their subjects, teachers increase their pupil’s chance of success in their subjects”</p> <p><i>Improving Literacy in Secondary Schools</i> <i>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</i> word-gap.pdf (oup.com.cn)</p> | 2 |
| <p>Pupil Premium Lead / Progress and Outcomes Lead Practitioner and other key staff to all plan and implement a school-led tutoring for pupils whose progress has been affected by the many disruptions during the pandemic. Disadvantaged and SEN children will be prioritised for tuition but other children whose education has been disrupted will gain access to the programme.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| <p>Our progress and Outcomes -Lead Practitioner to collaborate with HOD to ensure disadvantaged students in years 11 & 13 are included in master classes.</p> | <p>Target support based on teacher assessment and implementation have always supported pupils where there are small gaps to be filled. Master classes will help to prepare students with exam style questions.</p> | 1 |
| <p>Students to be assessed and allocated appropriate intervention groups for reading comprehension using Accelerated Reading, Ruth Miskin, Lexia or Language for Thinking.</p> | <p>The school has invested in Accelerated Reader, Ruth Miskin and Lexia and they have been known to help students progress with reading comprehension.</p> <p><i>Improving Literacy in Secondary Schools</i> <i>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</i> word-gap.pdf (oup.com.cn)</p> | 2 |

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

Budgeted cost: £ 125,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Provide additional training for our pastoral team and ensure all Key Stages have staff members with non-teaching commitments to support students.</p> <p>The academy will maintain the current provision of 3 fulltime mentors and 3 pastoral assistants.</p> | <p>Pastoral needs – There is a strong pastoral team and we will look to use this as a strategy to support students who show signs of social and emotional mental health concerns. The pastoral team will be vital in our parental engagement strategies with early and regular communication between home and the academy.</p> <p>As a Catholic academy, we recognise the needs of the individual and the care for those most vulnerable. Catholic social teaching promotes the 'preferential option for the disadvantaged' and the attention to put the needs of others first. The clear focus on the overall care and development of our disadvantaged students is integral to the ethos of the academy.</p> | 3 |
| <p>We will retain our current pastoral/ disadvantaged support assistant to work specifically with our disadvantaged students who are prior low attainers on areas of concerns around engagement in lessons and attendance.</p> | <p>As a non-teaching member of staff students have regular meetings with the named staff and a good partnership has been established with families.</p> <p>Attendance and attitude to learning are tracked and support provided.</p> | 4 |
| <p>The EWO will continue to meet with HOYs on a regular basis to support students and families where attendance is a cause for concern.</p> <p>Update: The school will recruit or redeploy staff to support HOYs with this area as the Local Authority EWO does not currently offer service to the school. The school previously paid an annual fee for the service.</p> | <p>Attendance – This remains a whole school focus. There is no denying the link between good progress and attendance.</p> <p><i>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</i></p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 (DFE 2016). The links between attendance and achievement are strong.</p> <p>Students with persistent absence are less likely to attain at school and stay in education after the age of 16 years (National Strategies)</p> | 4 |
| <p>Contingency fund for acute issues. Such as uniform etc.</p> | <p>£25,000 has been set aside to support disadvantaged students in areas not identified above such as educational trips, uniform, laptops etc. This academic year we are supporting Geography trip to Barcelona and History trip to Berlin. There are a number of other local trips that we provide support for our disadvantage pupils.</p> | |

Total budgeted cost: £ 354,000 + £25,000 contingency

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 2022 to 2023 academic year.

Our summer 2023 results indicated that disadvantaged students performed better in almost all categories compared to their non-disadvantaged peers. Our Disadvantage pupils outperformed pupils in Redbridge as well as nationally. The progress 8 score for our disadvantage year 11 summer cohort was +0.82 this is well above the national average as well as Redbridge.

GCSE Analysis (2023) – Verified data

| Category | P8 |
|--------------|-------|
| PP | +0.80 |
| Whole school | +0.72 |
| Redbridge | +0.62 |
| National | +0.17 |

Objective 1

Improved attainment among disadvantaged students across the curriculum at the end of KS4, progress 8 score on par with non-disadvantaged students.

Update: Achieved for the 2023 Cohort

The year 11 cohort benefitted from three years of tuition via the National Tuition Programme in various subjects since the inception with many of them having Maths and English Tuition the first year we started delivering the programme.

We are continuing with the National Tuition Programme as it has contributed to the outstanding results for our disadvantage pupils. We have moved from using external agencies and the programme is now fully delivered by internal staff. When we offered sessions online, delivered by agency staff our pupils did not always attend even with multiple reminders as these took place afterschool in most cases at home. The current year 11 NTP cohort was selected based on their end of year assessment data. Students have been receiving tuition in the following subjects: Maths, English, History, French and Spanish with staff from the academy after school one day per week.

Current year 10 pupils will start receiving NTP support this academic year, starting January 2024. Overall attendance at academy is above national average and this is also the case for our disadvantage pupils.

Objective 2

Improved reading ages/reading comprehension among disadvantaged students across KS3.

Update: Achieved for the academic year 2022-2023.

Pupils in years 7, 8 and 9 benefitted from the Ruth Miskin Literacy intervention 2022-2023 and this has positively impacted their progress. A small group of pupils also had Lexia as part of the literacy support.

All KS3 classes have 1 lesson every two weeks in the library. The entire 100 minutes is dedicated to reading and working on the accelerated reader programme

Due to trained Ruth Miskin staff movements we are now in the process of planning for the 2023-2024 cohort.

Objective 3

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.

Update: Achieved and will remain for current cohort

Pupils needing pastoral support have been allocated a mentor and where it was evident that pupils required specialist support, pupils were seen by the school counsellor. On other occasions the SEND department working in partnership with the pastoral team has made further referral to outside agencies such as CAMHS.

Objective 3

To achieve and sustain improved attendance for all students, particularly our disadvantaged students.

Update: Achieved and will remain for current cohort

Our attendance continues to be better than the national average with all the pastoral, SEND, EWO, parental engagement and other support mechanisms in place.

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 |
|--------------------|--------------------------|
| Fresh Start | Ruth Miskin |
| Accelerated Reader | Renaissance Learning |
| Lexia | Lexia Learning Systems |
| Twinkl | Twinkl Education Company |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible students? | N/A |

Further information (optional)

The Pupil Premium funding will also be used to support students for specific individual needs such as DofE (<https://www.dofe.org/>), uniform, equipment, trips, music lessons and other areas of needs. We will also be introducing a group of students to Stepladder (<http://thestepladder.org/>)

Parental engagement will be key to the successful implementation of the pupil premium policy especially in areas of attendance and school-led Tuition.