Our Lady Queen of Peace
Catholic Engineering College

Pupil Premium
Strategy Statement

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	898
Proportion (%) of pupil premium eligible pupils	37.2%
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)**	2024/25 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs M. Henshaw
Pupil premium lead	Mr R. Hughes
Governor / Trustee lead	Mr S. Marsden

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£350 700
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£350 700

Part A: Pupil Premium Strategy Plan
Statement of Intent

'In Christ We Grow'

As a learning community, we live out our Mission Statement striving for excellence through caring, sharing and achieving

The focus of our Pupil Premium strategy is to provide highly effective teaching that meets the needs of our students and allows them to succeed academically. We are working relentlessly to address the disproportionate impact of the pandemic on our disadvantaged students and to close the gaps in learning that have occurred.

Our school priorities of **Attendance, Behaviour & Curriculum** apply to all students in the school and specific focus is given to ensuring that gaps between disadvantaged students and their peers are reduced.

We will:
- Support students to have high levels of attendance
- Proactively teach and model the positive attitudes to learning that we expect in school
- Support students to have high standards of their behaviour and ensure that learning is not disrupted
- Implement an ambitious curriculum that is well sequenced to ensure that knowledge is gained incrementally over five years that allows students to achieve in their qualifications
- Develop the whole child by supporting students Social, Moral, Cultural & Spiritual development
- Develop students' literacy skills that serve as the foundation to understanding across the curriculum
- Raise achievement in all year groups through focussing on rigorous tracking and monitoring
- Ensure that disadvantaged students are ready for their next stage of education, employment or training

Our strategy spans all aspects of the work of the school and all staff have a part to play in closing gaps and improving the life chances of our students by ensuring that they leave school with the **academic currency** needed to have true choices for their next steps.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** *Attendance to school in 2023/24 was 89.3% for all students, however for disadvantaged students this is 85.2% compared with 92% for their non-disadvantaged peers. Levels of persistent absence were significantly higher for our disadvantaged students (42%)*
2	**Behaviour** *Behaviour data in all three stages of our school systems was significantly higher for disadvantaged students than their non-disadvantaged peers. Disadvantaged students had higher levels of suspension and permanent exclusions.*
3	**Curriculum - Qualifications** *Whilst improvements have been made from 2022/23 the academic achievement of disadvantaged students at Key Stage 4 is lower than their peers. The progress made by disadvantaged students is almost half a grade worse (-1.12) than their peers (-0.61). Only 16% of disadvantaged students achieved the Basics at 5+*
4	**Curriculum – Key Stage 3** *Internal tracking has already identified that gaps in progress are starting to arise in students in lower year groups **in some subjects**.*
5	**Literacy** *Baseline reading assessments show that in last years Y7 disadvantaged students were on average 9 months behind their chronological age vs less than 1 month for their non-disadvantaged peers. These low levels of reading mean that academic progress in all subjects is affected*
6	**Pastoral Care / Safeguarding** *Our data shows that disadvantaged students access a much greater range of pastoral interventions than their peers and have higher incidence of safeguarding concerns. These incidents are usually of more serious concerns often requiring external agency support and involvement.*

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 (2024/25)
Improved Attendance	• Improved attendance for disadvantaged students to at least 90% • Reduced persistent absence to 35%
Improved Behaviour	• Reduction in On-Calls • Reduction in suspensions and permanent exclusions • Disadvantaged students account for less than 50% of incidents
Improved Key Stage 4 Outcomes (**Academic Currency**)	• Attainment 8 is at least 38 • Basics (Strong) is at least 25% • Basics (Standard) is at least 50%
Improved achievement in all year groups	• At least 50% of all disadvantaged students are meeting academic expectations in RE, English, Maths, Science, History, Geography and MFL
Improved reading ages	• Improved standardised age scores • Reduce the number of students below chronological reading age • Completion of 1 hour each fortnight on Bedrock Literacy (vocabulary development) • Completion of 30 minutes of reading on Sparx Reader each week
Improved attendance, behaviour and outcomes for disadvantaged students with SEND	• Improved attendance • Improved behaviour • Attainment 8 is at least 30

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
Budgeted cost: £ *150 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved formative assessment and feedback through introduction of the "Our Lady's Way" • Staff CPD focussing on key ingredients of a lesson • CPD on questioning and effective feedback • Consistent elements of written feedback implemented across school (WWW / EBI)	Feedback | EEF (educationendowmentfoundation.org.uk) • Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. • It is important to give feedback when things are correct – not just when they are incorrect.	3,4
Embed the strategies from the EEF 5-a-day into the "Our Lady's Way" • 5-a-day strategies embedded within Our Lady's Way • Teaching & Learning Briefings revisit these regularly • Staff CPD • Ongoing quality assurance	EEF blog: The Five-a-day approach: How the EEF can support | EEF (educationendowmentfoundation.org.uk) • The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND: Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping & using technology.	3,4
Increase quality and frequency of homework • Homework expectations clear with staff • Tracked weekly via ClassCharts • Assistant Headteacher (T&L) responsible for homework	Homework | EEF (educationendowmentfoundation.org.uk) • Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. • Homework that is linked to classroom work tends to be more effective	3,4
Improved curriculum implementation to ensure that students learn what is intended • Staff CPD • Subject Support • Curriculum development work	Improving the impact of teachers on pupil achievement in the UK – interim findings - Sutton Trust	3,4,5

Targeted academic support

Budgeted cost: £ *80 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of TAs to enable students needs to be met in class	[Teaching Assistant Interventions	EEF (educationendowmentfoundation.org.uk)](#) • Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact • Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching	2,3,4,5
Reading for meaning strategy implemented across form time and all subjects • Sparx Reader during form time to increase novels that students read • Bedrock Literacy for Y7-9 to improve vocabulary • Form Time Comprehension program • Reading for Meaning in subjects • Literacy coordinator tracking impact and intervening early	[Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)](#) • Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. • It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	3,4,5
Ensure students that are not phonetically sound become confident with phonics • Fresh Start Phonics delivered in school • Assistant Headteacher (SEND) responsible for Phonics interventions	[Phonics	EEF (educationendowmentfoundation.org.uk)](#) • 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.	3,4,5

Wider strategies

Budgeted cost: £ *120 700*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve behaviour in school and reduce disruption • Appointment of a behaviour manager • Implementation of behaviour curriculum • De-escalation training for staff • Daily tracking of behaviour with Learning Managers • Deputy Headteacher leading on behaviour & attitudes • Opening of ASPIRE on-site provision	[Behaviour interventions	EEF (educationendowmentfoundation.org.uk)](#) • Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	1,2,3,4,
More regular opportunities for parental engagement through Parent Forum, Key Information Evenings & Parents' Evenings	[Parental engagement	EEF (educationendowmentfoundation.org.uk)](#) • Parental engagement has a positive impact on average of 4 months' additional progress.	1,2,3,4
Improved social, emotional and mental health • 5 pastoral assistants (1 per year group) • Curriculum for life program • Personal development days • External speakers • Assistant Headteacher leads on personal development	[Social and emotional learning: An evidence review and synthesis of key issues - Education Policy Institute (epi.org.uk)](#)	6
Improving attendance • Appointment of 5 pastoral support assistants • Assistant Headteacher leading on attendance	[Supporting attendance	EEF (educationendowmentfoundation.org.uk)](#) • Significant correlation between lower attendance and lower academic outcomes. • Students at OLQP in 2024 with attendance over 95% went on to achieve 2 grades higher in each subject than their peers with attendance below 85% •	1,3,4

Total budgeted cost: £ 350 700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 4 Outcomes

	2023		2024 *Unvalidated*	
	PP	**Non-PP**	**PP**	**Non-PP**
Progress 8	-1.68	-0.98	-1.11	-0.59
Gap	-0.7		-0.52	
Attainment 8	30.6	34.2	34.8	41.8
Gap	-3.8		-7	
EBacc Entry	25%	54.5%	23%	36.8%
Gap	-29.5%		-13.8%	
Basics 5+	7.8%	36%	18%	30.7%
Gap	-28.2%		-12.7%	
Basics 4+	32.8%	55.9%	41%	58.7%
Gap	-23.1%		-17.7%	

- Outcomes for those eligible for pupil premium funding have increased in each of these 5 key measures from 2023 and the gap has closed in 4 out of the 5 measures showing that those eligible for pupil premium funding are improving **faster** than their peers.
- Whilst improvement has been seen the outcomes do need to continue to improve at pace to close the gap

Attendance

	2022/23		2023/24	
	PP	**Non-PP**	**PP**	**Non-PP**
Overall	86.3	92.6	83.6	91.7
Year 7	88.3	94.6	86.4	93.6
Year 8	84.6	93.1	84.2	92.7
Year 9	86.0	92.1	79.3	89.7
Year 10	86.9	91.7	83.6	90.8
Year 11	86.0	91.4	85	91.8

- Attendance to school remains a significant challenge.

Behaviour

- Instances of poor behaviour at all levels are higher for those eligible for pupil premium funding compared to their peers
- Due to a change of behaviour reporting system direct comparisons between 2022/23 and 2023/24 are not possible however they remain too high.

Reading Age (Months Difference between Chronological Age & Reading Age)

	Baseline		End of Year	
	PP	**Non-PP**	**PP**	**Non-PP**
Year 7	-8.1	+3.1	-6.5	+10
Year 8	-14.1	-0.3	-15.0	+2.7
Year 9	-14.8	-6.3	-8.6	-3.4

- Students eligible for pupil premium funding made more than expected progress in Years 7 and 9; with students in Y9 making rapid progress
- Reading Ages for students eligible for pupil premium funding continue to be below expectations and are a barrier to understanding the curriculum across all subject areas