

Pupil premium strategy statement - St. Wilfrid's RC College

This statement details our school's use of pupil 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	1207 (1345 including 6 th Form)
Proportion (%) of pupil premium eligible pupils	33.5%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Catherine Lennox, Headteacher
Pupil premium lead	Paul Given, Senior Assistant Headteacher
Governor / Trustee lead	Emma Shaughnessy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£450,370

Part B: Pupil Premium – Review of the previous academic year

Outcomes for disadvantaged pupils

The academic year 2023/24 marked the end of the final year of a three-year cycle of the pupil premium strategic plan.

Disadvantaged pupils made less progress (-0.75) than their non-disadvantaged peers (-0.05) in 2024. Absolute attainment at KS4 has dropped and the gap has widened over previous years.

Year	P8 all	P8 PP	P8 Non PP	gap
2019	0.06	-0.04	0.1	-0.14
2020	0.61	0.32	0.71	-0.39
2021	0.33	0.03	0.41	-0.38
2022	0.04	-0.29	0.16	-0.45
2023	-0.24	-0.69	-0.06	-0.63
2024	-0.24	-0.75	-0.05	-0.7

In Mathematics the gap was reduced from -1.1 in 2022/23 to -0.9 in 2023/24

The progress of disadvantaged pupils was more significantly impacted by absence than that of non-disadvantaged peers.

	all	PP
90+	0.2	0.32
85-90	-0.15	-0.64
80-85	-0.96	-1.73
70-80	-1.13	-1.95

The impact of our literacy interventions can be seen...

Year 7- 7/11 made progress (64%)

Year 8- 7/13 made progress (54%)

Year 9- 8/12 made progress (67%)

Intended Outcome	Success criteria	Impact	Lessons learned
Closing of the gap in literacy levels of those pupils entering Y7, Y8 and Y9 with a low reading age (Challenge 1)	Engagement with our bespoke interventions to address specific barriers for individual children with the lowest reading ages.	Of the pupils identified for literacy interventions: Dedicated Reading Canon, introduced as part of daily reading lessons.	There is a need to increase the capacity of interventions by investigating alternative programmes. This will be a significant change to the

	- Engagement with the Accelerated reader programme leading to improved scores in reading tests and improved confidence in and enjoyment of reading - Use of library for reading for pleasure and scholarly reading - Improvement over time in extended writing tasks - Progress evidenced through work scrutiny and pupil voice in our monitoring across all subjects	- Pupils in KS3 participated in literacy intervention after completing an Accelerated Reader STAR reading assessment - Pupils were placed in groups according to their greatest area of need: phonics, small group reading, vocabulary instruction, fluency or comprehension - Pupils in Y9 intervention focused on pre-teaching of vocabulary - The school library was introduced so pupils had access to high-quality texts and used in fortnightly reading lessons with all KS3 pupils. A library club was also introduced.	current model but one that is necessary to try and close the gap between PP and non-pp and those with low reading ages. - The average reading age for pupils joining the school continues to decrease each year in line with the national picture. There is a need to spend time developing a more effective literacy strategy so that the school can build a culture of reading for pleasure- this should help to address the literacy gap. - The library will soon be relocating and relaunched to encourage pupils to visit at social times. - The school development plan identifies extended writing as an area of focus this year.															
Closing of the maths attainment gap between disadvantaged pupils and their peers (Challenge 2)	- White Rose maths fully implemented across both key stages - Continued forensic analysis of assessments to identify specific gaps in knowledge and skills, with subsequent repairs - Engagement with bespoke interventions, including use of school-led tutor - Further embedding of our Trust's Numeracy Guiding Principles across the school - Closing of the attainment gap in all year groups	- White Rose Maths scheme of learning implemented across Y7-11 2023/24 data improved progress by 0.23 in comparison to previous year 2023/24 +0.13 residual for maths <table><tr><th colspan="3">Year 11 Attainment</th></tr><tr><th></th><th>22/23</th><th>23/24</th></tr><tr><td>4+</td><td>70.6%</td><td>76.9%</td></tr><tr><td>5+</td><td>42.5%</td><td>48.9%</td></tr><tr><td>7+</td><td>15.4%</td><td>21.4%</td></tr></table>	Year 11 Attainment				22/23	23/24	4+	70.6%	76.9%	5+	42.5%	48.9%	7+	15.4%	21.4%	- Further adaptations needed to the start of Y9 and Y10 scheme of learning - Departmental CPD required for identified teachers to support the implementation of the curriculum - Maths department attainment priority: 5+ - Implementation of a whole school Numeracy Strategy requires further work in 24/25.
Year 11 Attainment																		
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Improved aspirations and parental engagement (Challenge 3)	• Improved pupil attendance at extra-curricular clubs and homework clubs • Proportional representation of PP pupils at 'Proud of our work' events • Parental attendance at parents' evenings in line with non-PP parents • Launch of aspirations programme for Year 9 pupils • Individual careers interviews for Y9, Y11, Y12 with Careerwave leading to positive conversations about future options and careers	• Parent Information evenings held for Year 9, 10 and 11 linked to improving aspirations and sharing of information regarding strategies/options to be implemented by the school - positive feedback received. • School trips subsidised to support PP families in accessing activities. • Extensive use of Compass+ as a tracking system for pupil involvement in careers-based activities. • 100% for 7 out of the 8 Gatsby Benchmarks • The School Colours character development programme was launched to improve aspirations and celebrate achievement in line with our school motto 'faith, learning and support'. 48% of pupils who achieved School Colours from Year 8-11 last academic year were vulnerable (PP and/or SEND and/or EAL). • School Colours has developed with the introduction of a mentoring strategy for prospective pupils which disadvantaged pupils have been involved in. • Rewards based strategy to motivate pupils. Rewards for credits – Headteacher and House awards. 3 Rs, end of term awards (impeccable conduct, 100% attendance, Headteacher /Head of House Award), Wilkie of the week, tutor group of	• There is a need for an increased participation rate, a wider range of activities, and opportunities for leadership within activities • Encounters with further and higher education increased, so KS3 pupils have at least two meaningful visits to universities to meet staff and pupils. • Social Media Strategy implemented to increase parental engagement. • Continuation of Proud of our work' events.
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		the week and weekly Headteacher Award, PSHE Achievement Award. One to one music tuition is also subsidised. (25% PP)	
Improved attendance (Challenge 4)	- Further embedding of our Trust's Guiding Principle for Attendance - PP attendance to be in line with whole-school attendance. Aim for 100% attendance for all pupils, regardless of background. - For all pupils to be able to access all aspects of the school day. For socio-economic background not to limit opportunities for our pupils to engage in learning and wider school life	<u>2023-24 academic year – gaps between non-PP v PP</u> Year 7 gap – 94.68% v 91.35% Year 8 gap – 91.42% v 86.01% Year 9 gap – 91.18% v 85.55% Year 10 gap – 91.79% v 85.59% Year 11 gap – 86.48% v 83.76% Whole school figure 90.83% v 86.66% <u>2022-2023 academic year - gaps between non-PP v PP</u> Year 7 gap - 94.50% v 89.96% Year 8 gap - 93.43% v 89.48% Year 9 gap- 93.19% v 87.61% Year 10 gap - 92.89% v 88.57% Year 11 gap - 93.40% v 94.00% All school gap – 93.48 % v 89.92%	- Attendance is a whole school priority - Continued targeted focus on key subgroups by specific members of the attendance and pastoral teams - Fortnightly analysis at SLT meetings to continue attendance focus. - Return to school meetings for PP pupils to be conducted by HoH following absence from school - Continued use of Trust Attendance Guiding Principles - Attendance officer employed focusing on the attendance of disadvantaged pupils. - PP pupils prioritised for first-day calls and visits.
Improved attitudes towards attainment and subsequently improved attainment (Challenge 3)	- Improved performance in assessments and progress in line with non-PP peers - Active engagement and response to feedback - Participation in the Brilliant Club Scholars' programme	'Proud of your work' for Year 7 and Year 8 linked to improved aspirations and attitude towards attainment. October - 31% of attendees PP. February - 34% of attendees PP - Academic mentoring (linked to blue support) involved all pupils who were HPA and PP and/or SEND and/or under 95% attendance in Year 10. - The Brilliant Club Scholar's Programme (100% PP)	- Proud of our Work to focus on KS3 alone. This to be a culture we can embed and 'bring up' as pupils move through the school. - Continue with QFT strategies for in-class support / intervention; continue to prioritise disadvantaged pupils for out of class interventions and mentoring.

			Data across the school demonstrates widening gaps in attainment and progress between disadvantaged pupils and their peers.
Closing of the gap between PP and non PP pupils (Challenges 1-6)	Performance in assessments throughout the school year and summative, external examinations in line with non-PP peers	- Data above – note that pupils with multiple barriers have reduced attainment and progress compared with peers. For example, disadvantaged SEND pupils perform significantly worse than SEND pupils. - Blue Support mentoring (38% disadvantaged) - STEP I intervention (On average, 30% of the cohort was disadvantaged) - A programme of intervention during Reading for all pupils. - Increased provision of revision guides for PP pupils. - School-led tutoring for maths for identified cohort of underachieving PP pupils. - Numeracy Intervention (46% of the cohort was disadvantaged- SEND and PP) - Sparx Maths intervention online access for disadvantaged pupils with specialist teacher 3x times a week	- A forensic and holistic analysis of PP progress including potential barriers with development and implementation of the 'Wilfrid's windscreen'. - Bespoke support in well-being area during school day. - Implementation of a revision skills intervention for disadvantaged SEND pupils.
For any barriers to effective participation in the school day to be removed – both learning and attendance (Challenge 5)	Increased pupil participation in events and school activities evidenced by School Cloud	- Re-launch of Canny Clean with school council. Supplies maintained throughout the year to ensure full access. - National Breakfast programme	A forensic and holistic analysis of PP progress including potential barriers with development and implementation of the 'Wilfrid's windscreen'.

		• Calm start in wellbeing area, supervised by Teaching Assistants and Assistant SENDCo. • 25% of pupils accessing music tuition are PP. • Homework club and Year 11 study room providing technology/computer rooms and staff support. 56% of regular attenders are disadvantaged.	
Increased independence via homework completion (Challenge 3 and 5)	• Reduced number of sanctions for lack of homework. • Attendance at homework club and supported study club (Y11)	• Homework club continues to be well attended. 56% of regular attenders are disadvantaged • Attendance at Y11 supported study – 45% of PP pupils accessed and regularly attended. • Evidence to show improvement in number of debits once directed to homework club	• Continue to monitor impact of homework club with all key stages. • Continue to run supported study sessions for Y11 pupils at lunchtimes and after school.
Increased exposure to a wide range of life journeys, careers and routes into employment (Challenge 3)	• Informed decision making regarding next steps • Increase in sixth form numbers	• A variety of opportunities were on offer within the school careers programme including: A cohort of Year 11 and Year 12 pupils (100% PP) who participated in a 'Talk About The Future' workshop delivered by Talk The Talk. The impact report demonstrated an increased ability to link their skills and experiences to a job interview (44% increase) including increasing confidence to articulate these in an interview situation (34% increase), as well as developing resilience when dealing with challenges and setbacks (19%) increase. Also, A cohort of Year 10 pupils (100% PP) attended an	• Opportunities are varied in supporting pupils with decisions regarding next steps with many receiving carefully targeted advice. • Review of Sixth Form recruitment process including: a unified approach in language, attractive curriculum offers, providing a pathway for more pupils, and refining entrance requirements.

		insight day at law firm Norton Rose Fulbright in partnership with MyBigCareer – Pupil feedback was excellent for both activities. - Disadvantaged pupils prioritised for Year 8 and year 11 Careerwave careers Guidance interviews. - Year 9 PP/SEND Options Interviews. Linked to informed decision making regarding next steps. - Reduction in Sixth Form numbers.	
To improve pupil mental health and wellbeing (Challenge 6)	- Improvement in results from the MSLSS survey from the start of the year. - Pupil voice - HoH reports - Reduction in Class Charts incidents	33% of pupils regularly accessing extracurricular activities, including active lunch) are PP. - Wellbeing room open for support in social time. 61.5% of users during social time are PP. - Blue support mentoring (30% PP) - Launch of anti-bullying ambassadors - Increased counselling offer (includes virtual counselling as well as 5 days per week on site). - Mental health audit and action plan completed	- Further development of wellbeing area - Continued access to YMHFA training - Further development of use of ambassadors - Use of school council as a vehicle for promoting self-care, resilience and positive mental health.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning
STAR Reading Programme	Renaissance Learning
The Brilliant Club Scholars Programme	The Brilliant Club
Adaptive Numeracy Intervention	Sparx Maths
Music Tuition	South Tyneside Council Music Hub
Mental Health First Aid	MHFA England

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