

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2025 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	De La Salle
Number of pupils in school	751
Proportion (%) of pupil premium eligible pupils	36.08%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-25
Date this statement was published	Nov 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Norris
Pupil premium lead	Mrs H Butler
Governor / Trustee lead	Liam Connolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,925
Recovery premium funding allocation this academic year	£39,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,134
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	£315,064

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>KS4 outcomes show that PPG students perform below that of the rest of the cohort in Maths. Year 11 leavers of 2021 show that 64.2% had a positive progress score for Maths, compared with 39.5% of PPG students having a positive progress score. This indicates a gap of 24.7%</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last year, between 45% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers. This gap remains steady during pupils' time at our school.</p>
3	<p>Observations, during the Essex Disadvantaged review in September 2020, across the school have highlighted that some of our students need to improve their literacy and oracy skills. This deficit impacts on their progress in all subject areas.</p>
4	<p>Through conversations and observations around school there is strong anecdotal evidence that our students are subject to cultural and material deprivation linked to lack of positive academic role models.</p>
5	<p>Average attendance rates for all students is higher than national averages. However, there is still a percentage gap in attendance for PP and the rest of the cohort. Current attendance data shows PP to be on average 4% lower than the rest of the cohort across Years 7-11.</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
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<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>By the end of our current plan in 2024/25, 65% or more of disadvantaged pupils will be entered the English Baccalaureate (EBacc). This compares with the year 2020-21 was and 2019-20 was</p> <p>2024/25 KS4 outcomes indicate that disadvantaged pupils will achieve:</p> <ul style="list-style-type: none"> · an average Attainment 8 score of 3.9 · an EBacc average point score of 3.5
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. This improvement has been identified by teachers through engagement in lessons and book scrutiny.</p>
<p>Improved literacy & numeracy skills for all pupils with an additional focus on oracy.</p>	<p>Reading comprehension & Maths assessments demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>This improvement has been identified by teachers through engagement in lessons and book scrutiny.</p> <p>Students will be more confident engaging in classroom discussions.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations.

	<ul style="list-style-type: none"> · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. · a narrowing of the gap of behaviour incidents & achievement points. · a reduction in mental health crisis.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. · the percentage of all pupils who are persistently absent being below 35% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved engagement of all families.	An increased attendance at school events by all families, including parents evenings, masses and awards evenings.
Students use their full FSM / PPG allocation.	Increased participation in extracurricular activities and visits. All students entitled to FSM use their daily allocation to enable them to be prepared for their daily learning.
Students have a better understanding of the different career paths and opportunities available to them.	Increased number of students continuing their education post 16 at selective schools and sixth form colleges, with more students ultimately going on to higher education.

Improved literacy & numeracy skills for all pupils with an additional focus on oracy.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p>
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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: £176,902.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy CPD	Marc Rowland @ Essex Pupil Premium review. EEF states that on average students who have received oracy interventions make on average 6 months progress.	All
Ensure that additional staffing available for 1:1 and small group interventions	EEF states that on average students receiving 1:1 or small group interventions make on average 4 to 5 months progress. On average the EEF states that smaller class sizes improves learning by 2 months	All
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	1, 2, 3
LSA mentoring training	EEF states that mentoring can have a positive impact of 2 months +	All
Purchase of Unifrog licence & whole staff training	EEF states that raising aspirations has a limited impact on students' outcomes. Students within our school context need to experience these activities and understand possible pathways post 16.	All

Outstanding Teaching assistants course	EEF states that positive TA support in the classroom and delivering 1:1 and small group tuition can have a positive impact of 4 months +	ALL
HLTA training	EEF states that positive TA support in the classroom and delivering 1:1 and small group tuition can have a positive impact of 4 months +	ALL
Senior Mental Health Lead training	EEF states that mentoring can have a positive impact of 2 months +	ALL
Improving Literacy CPD	EEF states that reading comprehension strategies can have a positive impact of 6 months +	ALL

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

Budgeted cost: £45,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
English & Maths Tuition	EEF states that on average students receiving 1:1 or small group interventions make on average 4 to 5 months progress.	ALL
Brilliant Club	Small group tuition has on average a 4 months progress, this in addition to the raising aspirations of students is key to their overall progress and attainment	ALL
Purchase of reading books for year 7 & 8 pupils	Centre for Longitudinal studies (2017) reported that teenagers who read in their spare time know 26% more vocabulary than their peers.	ALL
Literacy reading buddies	EEF states that reading strategies can have 6 months + impact on learning	ALL
Accelerated Reader & Lexia Programme	EEF states that reading strategies can have 6 months + impact on learning	ALL

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

Budgeted cost: £92.457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chaplaincy Hut	Health and wellbeing of students is an integral part of the school, the ethos of the Lasallian Brothers and teachings of the church is a vital component of the school.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Mentoring: Year 9 boys & girls groups.	Based on our experiences students from these key groups benefit from the sessions which are reflected in their overall school experience and outcomes. EEF states that mentoring has on average 2 months attainment progress.	All
1:1 mentoring from the schools counsellors	Health and wellbeing of all students is paramount to their academic successes. EEF states that mentoring has on average 2 months attainment progress	All
Purchase of Unifrog licence	EEF states that raising aspirations has a limited impact on students' outcomes. Students within our school context need to experience these activities and understand possible pathways post 16.	All
Breakfasts	All PPG students have a breakfast allocation so they are ready for the day ahead.	All
PE equipment	EEF states that physical activity can have a 1 month positive impact on learning.	ALL

Bar 'n' Bus mentoring	EEF states that mentoring has on average 2 months attainment progress	ALL
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Total budgeted cost: £ 315,064

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

At De La Salle we have always had a strong focus on quality first teaching, in this respect we have invested in small class sizes for students at the lower academic range and ensuring that they have experienced and successful teachers. This has led to students being confident learners and achieving their full potential.

We have invested in quality feedback and this is evident in students' books and assessments. Students know where they have achieved and what they need to know to improve further.

Students have a basic allocation which helps them with their uniform, school trips and technology. All disadvantaged students have a breakfast allocation to help them be prepared for the day. This is expanded to all students during their external exams along with a bottle of water.

One of the school priorities is literacy. We have altered the school day to incorporate dedicated reading time each day for all students, with additional time set aside for whole school spellings. The words selected incorporate key subject vocabulary at each key stage, with the aim for cumulative learning.

During the pandemic we used some of the funding to upskill our HLTA's. We used part of our budget to provide a breakfast allocation to all disadvantaged students, which they are able to use until break-time. Additional resources and exam guides are purchased to help close any gaps and lost learning.

To improve the health and wellbeing of students additional sports equipment was purchased. This has resulted in a larger number of students benefiting on a daily basis not only in their lessons but extra-curricular and during school recreation.

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
N/A	

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 pupils?	n/a

Further information (optional)

At De La Salle we are a cohesive Catholic community school. We have a strong ethos that helps all students regardless of their faith or status. All students are encouraged to participate in a range of activities, whether sporting or academic. We use PPG money to part fund IAG activities such as Enterprise Events or the Brilliant Club.

We are a strong advocate of the 'Make Happen' project, which enables all students to participate in a number of hands-on and virtual events. These activities have enabled students to see that there are a number of possibilities post 16 available to them. We have recently joined the UEA partnership programme which will enable even more aspirational opportunities for all of our students.