

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 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	769
Proportion (%) of pupil premium eligible pupils	32.89%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-28
Date this statement was published	Dec 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Norris
Pupil premium lead	Mrs H Butler
Governor / Trustee lead	Sarah D'Lima

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,980
Recovery premium funding allocation this academic year	£35.052
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	£310,032

Part A: Pupil premium strategy plan

Statement of intent

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 tutoring 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	Poor levels of literacy and numeracy
2	KS3 Reading Gap
3	Close the Gap of Attendance and Persistent Absence
4	Insufficient progress of key cohorts: HAPs, SEN, PPG
5	Lacking cultural capital and low aspirations for future destinations
6	Social, emotional and mental health problems

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
Improve pupil progress and outcomes of students in our key cohorts with a focus on EBacc subjects.	<p>By the end of our current plan in 2025/26, 65% or more of disadvantaged pupils will be entered for the English Baccalaureate (EBacc).</p> <ul style="list-style-type: none"> ● PP students to achieve, or exceed, P8 averages in line with national averages for all students ● Increase in grades 7 - 9 awarded to HAP PP students ● Increased engagement evident in classroom observations ● Increased engagement and attendance to revision opportunities <p>2025/26 KS4 outcomes demonstrate:</p> <ul style="list-style-type: none"> ● Top quartile for progress made by disadvantaged students amongst similar schools. ● National average for attainment for all students

<p>High reading, writing and oracy levels</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.</p> <p>Attainment for disadvantaged students in GCSE English Language in line with or above the national average for non-disadvantaged students.</p> <p>Reading ages improve to be in line with or higher than age expectations.</p>
<p>Improve literacy and numeracy levels so students are able to access the whole curriculum</p>	<p>90% of KS3 reading at, or above, chronological reading age expectation. Standardised reading scores are in line, or above, national averages.</p> <p>NSR students become SR with key numeracy skills.</p> <p>PP students achieve, or exceed, grade 4 in Maths and English in line with the national average for all students</p> <p>Students will be more confident engaging in classroom discussions.</p> <p>Students make at least expected progress in English by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u></p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> <p>High levels of independent learning and self-regulation</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>2025/26 evidence on independent learning to include:</p> <ul style="list-style-type: none"> quantitative data homework completion

	<ul style="list-style-type: none"> ● survey data about all students' study habits
<p>Provide meaningful support to students with SEMH problems</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● 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. ● use of school counsellors to support key students (and mental Health Support Team) <p>Reduction in behaviour sanctions to increase time in lessons and therefore for students to be in line with expected progress.</p>

<p>To achieve and sustain improved attendance levels for all pupils, particularly our disadvantaged pupils.</p>	<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%. ● PA rate for PP will be in line or lower than national averages ● PP students will achieve or exceed attendance percentages in line with national averages ● Attendance matters tracked consistently through Attendance Officer ● attendance gap between disadvantaged pupils and non-disadvantaged returns to pre-pandemic levels
<p>Improved engagement of all families. Staff promote positive relationships with parents</p>	<p>An increased attendance at school events by all families, including parents evenings, masses and awards evenings. Parents of PP students become empowered to work with school to support engagement and progress.</p>
<p>Students use their full FSM / PPG allocation.</p>	<p>Increased participation in extracurricular activities and visits. All students entitled to FSM use their daily food allocation to enable them to be prepared for their daily learning.</p>
<p>Provide opportunities for enhancing the experiences of students. Develop 'cultural capital' within the curriculum Improve aspirations for post-16 destinations</p>	<ul style="list-style-type: none"> ● PP students are able to take part in STEM opportunities throughout the school ● 100% of PP students to complete a mock interview with a member of the local community ● Increase in percentage of PP students achieving Bronze DofE ● NEET figures for PP are lower than the national average

	<ul style="list-style-type: none"> Increased attendance for PP at enrichment opportunities e.g. scholars programme
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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: £175,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaff core curriculum subjects so that there is increased capacity and to support students through intervention.	Evidence to support teacher development and targeted academic support is robust. Creating the capacity should give these activities the most chance of success. On average the EEF states that smaller class sizes improves learning by 2 months	All
Purchase of standardised diagnostic assessments. Making better use of assessment so we can identify issues early. Training will be provided for staff to ensure assessments are interpreted correctly and systems improved to ensure regular reviews of progress.	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
Developing teaching of Tier 2 and Tier 3 vocabulary Improve the subject-specific teaching and support	EEF states that reading comprehension strategies can have a positive impact of 6 months +	ALL

<p>of reading, writing and oracy in all lessons</p>	<p>When it comes to vocabulary at the age of five, there is a 27% gap between the lowest and highest income quintiles. Language is key to success in accessing the curriculum (Addressing Educational Disadvantage in Schools and Colleges: The Essex Way, Marc Roland, 2021) Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy. There is significant evidence that improve students' reading comprehension and vocabulary skills impacts attainment at GCSE.</p>	
<p>All students in years 7-10 experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading ability</p> <p>Reading and vocabulary development will be prioritised across the curriculum</p> <p>Paired Reading/Lexia</p>	<p>Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE.</p> <p>Explicit approaches and techniques are taught to improve comprehension of written texts. These include inferring meaning from context; summarising or identifying key points; developing questioning strategies; monitoring their own comprehension and then identifying and resolving difficulties for themselves. EEF - Reading comprehension strategies have a high impact on average (+6 mo</p> <p>Peer tutoring EEF Toolkit</p>	
<p>LSA training / HLTA training</p> <p>Classroom Support</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes; however, how TA's are deployed is key</p> <p>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 +</p>	<p>All</p>

Senior Mental Health Lead training	EEF states that mentoring can have a positive impact of 2 months +	ALL
Develop understanding of Trauma Perceptive Practice (TPP) so the nine key elements are adopted by all staff	Training on areas such as 'Disadvantaged pupils' and 'Trauma and resilience' provides awareness, and enables teachers and support staff to better understand impacts of different backgrounds of students, leading to enhanced support and personalised strategies. SEMH should be addressed through all aspects of school life, inside and outside of the classroom (Addressing Educational Disadvantage in Schools and Colleges: The Essex Way, Marc Roland, 2021)	
Restorative Justice practice developed	Training students in restorative practices allows them to develop skills to manage and deal with conflicts independently, making them active members of school life and decision-making processes (<i>Int. J. Environ. Res. Public Health</i> 2022 , <i>19</i> (1), 96; https://doi.org/10.3390/ijerph19010096 .)	All

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

Budgeted cost: £35,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
English & Maths Tuition	Tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind in small groups. EEF states that on average students receiving 1:1 or small group interventions make on average 4 to 5 months of progress over the course of a year.	All
Tuition targeted at specific needs can be an effective method	Reading comprehension strategies can have a positive impact on students' reading ability. See EEF	All

to support low attaining pupils or those falling behind in small groups. See EEF evidence findings around small group intervention.	evidence on <u>reading intervention strategies</u> .	
NGRT used to track student progress at KS3 and to direct targeted and evidence based interventions	Regular tracking will enable a clear and measurable way to review and refine our targeted literacy intervention programme Provide high-quality literacy interventions for struggling students (EEF Improving Literacy guidance report, 2019)	All
GCSE Focus groups	Positive impact in previous years – student comments on GCSE preparation	All

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

Budgeted cost: £134,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Provides financial relief for students and their families. Spending from this fund can be academic or pastoral and is provided based on need	All
Mentoring: Year 9 boys & girls groups. Bar 'n' Bus mentoring	Based on our experiences students from these key groups benefit from the sessions which are reflected in their overall school experience and outcomes. .	All

Transforming Lives Programme	EEF states that mentoring has on average 2 months attainment progress.	
1:1 mentoring from the schools counsellors/ Use of in-school counsellor to support SEMH	Health and wellbeing of all students is paramount to their academic successes. Increasing evidence of Social Emotional and Mental Health Problems in young people following the Pandemic. Research suggests social and emotional learning can add 4 months (EEF Toolkit, 2021)	All
Develop understanding of Trauma Perceptive Practice (TPP) so the nine key elements are adopted by all staff	SEMH should be addressed through all aspects of school life, inside and outside of the classroom (Addressing Educational Disadvantage in Schools and Colleges: The Essex Way, Marc Roland, 2021)	All
Ensure all identified PP students with poor attendance to school have access to key staff including Home School Attendance Officer, Heads of House	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • 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 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>Attendance of disadvantaged students is lower than their peers – thus affecting their learning hours in</p>	All

	school and can cause them to fall behind. Prior personalised plans have shown positive outcomes on attendance.	
Summer School	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.	ALL

Total budgeted cost: £ 310,032

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.

Overall Outcomes

Good Progress / **Average Progress** / Minimal Progress

Whilst it is important to be tentative when making direct comparisons with data from previous years and to recognise the uneven impact of the pandemic on school performance data the attainment of our disadvantaged students has diminished since 2023. The increase in key stage 2 prior attainment has resulted in the disadvantage gap remaining.

Teaching

Good Progress / Average Progress / Minimal Progress

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.

Good progress has been made in developing staff understanding of the challenges of disadvantage and the school's strategy. Evidence from learning walks, departmental reviews and book scrutinies indicate that students are receiving targeted support in particular through quality feedback and assessments. Students know what they have achieved and what they need to do to improve further. The school's graduated approach to reading supports struggling readers through targeted reading interventions such as Lexia and Accelerated Reading. Specific reading interventions for our lowest readers are supported by a Specialist Teacher of Literacy. The school's focus on reading has created more opportunities for reading across the curriculum with dedicated time in the school day for DEAR and DEAL, which are now firmly embedded. This has been further developed through disciplinary literacy and a focus on subject specific academic reading across the curriculum.

Targeted Academic Support

Good Progress / Average Progress / Minimal Progress

Clear established tuition cycles have made an impact on student engagement and teaching in specialist interventions across the school. Evaluation of student tuition sessions indicate good progress.

Wider Strategies

Good Progress / Average Progress / Minimal Progress

In relative terms, attendance is in line with national averages. However, despite the best efforts of the school to support students social, emotional and mental well-being, there is still an unacceptable level of disadvantaged students absence compared to non-disadvantaged pupils. The appointment of a dedicated Pupil Engagement Lead is beginning to make a difference with some hard to reach families. The school's commitment to supporting students with mental health remains high, despite a high number of referrals. The school is also committed to Trauma Perception and Restorative Justice Practices and continues to deliver staff training across the school.

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 a robust partnership with Essex University which will enable aspirational opportunities for all of our students.