

Pupil premium strategy statement: St Leonard's

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Leonards Catholic School
Number of pupils in school	1411
Proportion (%) of pupil premium eligible pupils	9.85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	March 2023
Date on which it will be reviewed	March 2024
Statement authorised by	School Governors
Pupil premium lead	Mr D Simmons
Governor / Trustee lead	Mr J Cunningham

Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£195,524
Recovery premium funding allocation this academic year	£44,160
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	£239,684

Part A: Pupil premium strategy plan

Statement of intent

At St Leonard's it is our intention to provide an educational experience that is provides excellent academic, social, cultural and moral education. Our mission statement is that that we pursue excellence in all for all, take Christ as the model for life and strive to create community. In keeping with the finest traditions of Catholic education, our ultimate goal is that no child is left behind socially, or academically, because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

At the heart of our approach is high quality teaching and pastoral care. Ensuring that the day to day experience in classrooms is of the highest quality, combined with excellent pastoral care, provides the best possible outcome for all pupils, including those who may be disadvantaged.

Common barriers to learning for disadvantaged children can be that they are less supported at home, have weak language and reading skills, lack confidence, lack access to high quality IT equipment and broadband, have more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all."

To ensure that no child is left behind we will involve all teaching staff in an understanding of how to address the needs of pupils who are disadvantaged, including analysis of data and identification of pupils, so that they are fully aware of the needs of all pupils. We will also put in place teaching and learning opportunities to meet the needs of all the pupils. Alongside this, we will also provide appropriate provision for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

When making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged and recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils have shown lower rates of progress across their best 8 subjects (including English, maths and EBacc subjects) compared to their peers.
2	Some pupil premium pupils have low-aspirations and at times lack self-esteem. This can lead to a lack of engagement and progress
3	Attendance of pupil premium pupils is lower nationally than non-disadvantaged pupils. Pupil premium pupils are more likely to be persistent absentees.
4	A proportion of our pupil premium pupils have reading ages on entry lower than their chronological age.
5	A proportion of our pupil premium pupils struggle to articulate their learning and have a lower range of vocabulary.
6	Some pupil premium pupils have less access to cultural experiences which hinders their understanding of the wider curriculum and life experiences.
7	National data shows that disadvantaged pupils have higher rates of suspension than their peers.

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 pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • An attainment 8 score higher than the national average on a like-for-like basis • A trend over time to convergence to attainment of that of non-disadvantaged pupils nationally.
Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • A progress 8 score higher than the national average on a like-for-like basis • A trend over time to convergence to progress of that of non-disadvantaged pupils nationally.
To achieve and sustain improved attendance for all pupils, particularly the disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • That attendance of disadvantaged pupils is improved to be 97% or higher. • Achieving percentage of PA pupils who are disadvantaged is less than 15%
Increased self-esteem, resilience and ambition of the future	Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) <ul style="list-style-type: none"> • Increased participation in extra-curricular activities so the same proportion of disadvantaged pupils attend as non-disadvantaged • Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training in line with non-disadvantaged pupils
Levels of pupil conduct to Behaviour	To reduce the number of disadvantaged pupils requiring FTE to less than 30% of all FTE <ul style="list-style-type: none"> • That behaviour records show that the number of negative recorded incidents are proportional to non-disadvantaged pupils.
Pupils reading ages will increase as a result of our waves of intervention linked to the Reading Strategy.	Analysis from Read, Write Ink, Lexonic Leap and Star Reading Assessment will show an increase in comprehension, fluency and reading ages for pupil premium pupils.

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: £142,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior staff to lead in implementing high quality teaching and learning across all subjects.</p>	<p>Disadvantaged pupils rely on the classroom more than those who have are not disadvantaged. For the benefit of all pupils, but particularly those who are pupil premium, the experience of the classroom has to be of the highest quality.</p> <p>To ensure high quality teaching and learning:</p> <ul style="list-style-type: none"> • We focus on Quality First Teaching which we define at St Leonard's by asking our teachers to follow the St Leonard's Teaching and Learning Principles. These key principles are based on Rosenshein's 10 Principles of Instruction. Our quality assurance cycle monitors and evaluates this classroom practice. • All classroom teachers follow consistent lesson resources which are planned centrally and quality assured by our Heads of Department. This is to ensure that all pupils receive the same high-quality experience in the classroom. • All departments plan sequences of learning to include enrichment opportunities, careers opportunities and personal development opportunities. By linking all learning to develop pupils' Cultural Capital we aim to improve the aspirations of all pupils. • All departments plan sequences of learning to include links to gospel values. By linking all learning to the holistic development of our pupils we aim to improve the self-esteem and engagement of all pupils. • All pupil information is easily accessible to classroom teachers on ClassCharts. All teachers create classroom context sheets during professional development time where they use the information on ClassCharts to plan for the reasonable adjustments they will implement in the classroom. • We have had regular opportunities for CPD on how to improve sequences of learning to include cultural capital opportunities, retrieval practice, reading and curriculum design in general. <p>Evidence that supports this approach:</p>	<p>1,2</p>

	<p>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over one school year, these pupils gain 1.5 years' worth of learning with effective teachers, compared with 0.5 years with average performing teachers.' Sutton Trust, <i>Interim Report</i>, (London: 2011)</p>	
<p>High quality Assessment for Pupils</p>	<p>High quality assessment is at the heart of effective teaching and learning. To ensure the curriculum embeds high quality assessment we have the following:</p> <ul style="list-style-type: none"> • Regular formative assessment opportunities are embedded into classroom practice as this is built into one of our St Leonard's Teaching and Learning Principles. • Heads of Department create their own feedback policies to ensure that feedback is timely and supports pupil progress. With regular feedback opportunities being verbal as well as written. • Formative assessment opportunities are embedded into all sequences of learning and this is monitored by Heads of Department. Heads of Department create these consistent assessments so that we can monitor pupil progress against the agreed milestones of each key stage. These milestones are communicated to parents, pupils and staff through our Achievement and Assessment Guides. • We use the Pupil Progress tracking system to monitor pupils who are underperforming. We monitor the performance of Pupil Premium students in every Key Stage in every department to inform and improve classroom practice and also identify pupils in need of intervention. • Formative assessment opportunities inform the regular reports which communicate pupil progress parents. <ul style="list-style-type: none"> ○ KS3: There are 3 formative achievement collections per year. ○ KS4: There are 2 formative achievement collections per year and also the final summative assessment point of the GCSE examinations. ○ KS5: There are 3 formative achievement collections per year and also the final summative assessment point of the A-level examinations. • To provide additional support for pupils in Year 11 and Year 13 prior to each assessment point Heads of Department create and implement a 6 Week Plan which classroom teachers follow to support all pupils. • To provide additional support for pupil premium pupils in Year 11 and Year 13 following each assessment point classroom teachers evaluate the progress of their pupil premium students and create an action plan to support improving the progress of pupil premium students where necessary. <p>Evidence that supports this approach:</p>	<p>1,2</p>

	<p>‘All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.’</p> <p>Teacher Feedback to Improve Pupil Learning - EEF</p>	
High quality investment in leaders and teachers in supporting professional development	<p>Evidence that supports this approach:</p> <p>‘Research shows that quality professional development plays a fundamental role in a successful school: improving outcomes for pupils and teacher recruitment and retention.’ M Kraft, <i>Can Professional Development Environments in Schools Promote Teacher Development?</i> (Browns University: 2018)</p>	1, 2
Reduced class sizes in Mathematics, English, Science and RE	<p>Reducing class sizes reduces the ratio between pupils and teachers, therefore increasing the amount of attention each pupil will receive.</p> <p>This provision creates significantly smaller classes at KS4 where there are specific SEND needs or needs of PP pupils who struggle to access the curriculum.</p> <p>Evidence that supports this approach:</p> <p>‘Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils.’ Reducing class size Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

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

Budgeted cost: £85,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and quality assure the Reading Strategy to improve the reading ages of students.</p>	<p>The school’s approach to reading has three aspects:</p> <ul style="list-style-type: none"> • Identification of and intervention for the weakest readers in school • Reading across the curriculum • Reading for pleasure <p>Interventions including Read, Write, Inc. Fresh Start; Lexonik Leap, and Lexonik Advance are in place to support the weakest readers (as identified by the Star Reading Assessment). Staff across the curriculum also reference the four types of reading (intensive, extensive, skimming and scanning) in lessons when any reading takes place.</p> <p>The EEF has found that “phonics has a positive impact overall (+5 months) with very extensive evidence.” A National Literacy Trust evaluation of Lexonik found that standardised scores were increased by an average of 11.3. The report states that Lexonik “saw improvements in students’ decoding skills that were sustained months after they participated in the programme...the programme was beneficial for students’ reading as well as their learning overall.” A Northumbria University evaluation of Lexonik “confirmed that the average reading age gain, across all abilities, after 6 hours...was 27 months.”</p> <p>The October 2022 Ofsted report on best practice on reading secondary schools commented that staff training had “included knowledge about how children learn to read, and the components of reading that proficient readers need to master.”</p>	<p>4</p>
<p>Implement a whole school-wide approach to improving the vocabulary of pupils.</p>	<p>A whole-school approach to teaching vocabulary is used, via Lexonik Vocabulary. Key words that are essential to accessing the curriculum have been identified in every subject and Lexonik Vocabulary (which provides definitions and affix definitions) is embedded in lesson resources so that key vocabulary is pre-taught and affixes are discussed.</p> <p>Alex Quigley (Closing the Vocabulary Gap, 2018) has written that “evidence shows that, alongside socio-</p>	<p>5</p>

	<p>economic status, vocabulary is one of the significant factors that proved relevant to children achieving an A*-C grade in mathematics, English language and English literature.” Dan Willingham (The Reading Mind, 2017) has also written that “studies have measured readers’ tolerance of unfamiliar vocabulary, and have estimated that readers need to know about 98% of the words for comfortable comprehension.”</p>	
<p>After-school Homework Club</p>	<p>Homework is an integral part of the school’s curriculum. Where pupils find it difficult to establish a homework routine after school clubs and other drop-in sessions can help support these pupils.</p> <p>The school offers:</p> <ul style="list-style-type: none"> • An after-school homework club • Drop-in sessions at lunchtime with specific focus on support, e.g. Maths Sparx drop-in <p>Evidence that supports this approach:</p> <p>‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2</p>
<p>Revision Sessions and Intervention Sessions</p>	<p>During our 6 Week Preparation plan for our Year 11 pupils prior to each exam period all pupils are invited to attend after school and lunchtime revision sessions. Pupil premium pupils are offered financial support for transport after school to be able to attend these sessions.</p> <p>Throughout Year 11, pupil premium pupils who are identified as underperforming following each exam period are offered small group intervention sessions during tutor time in English, Maths and Science.</p> <p>Evidence that supports this approach:</p> <p>‘Recommended in the EEF’s Guide to the Pupil Premium, the tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils.’</p> <p>One of the tiered model strategies is targeted academic support.</p>	<p>1, 2</p>

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	
<p>LSA Training that focuses on deployment that allows pupils to access learning in all lessons.</p>	<p>Accessing the curriculum is the most effective way to increase pupil progress. LSAs are trained and deployed to skilfully ensure that pupils are accessing the curriculum.</p> <p>Evidence that supports this approach:</p> <p>‘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 but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.’ Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

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

Budgeted cost: £13,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase rates of attendance. Embed and quality assure the implementation of the school's new Attendance Policy.</p>	<p>In order to learn pupils, need to regularly attend school; in order to achieve good attendance, we offer the following:</p> <ul style="list-style-type: none"> • Introduced a new Attendance Policy in March 2023 to better target early intervention • Appointed a new Attendance Officer to lead on Attendance Intervention • KSL oversight and leadership of attendance: fortnightly monitoring meetings with specific actions • Bespoke reintegration packages for pupils struggling with anxiety • Work with the Local Authority Team to meet parents and set targets. <p>Evidence that supports this approach: 'The higher the overall absence rate across Key Stage 4, the lower the likely level of attainment at the end of Key Stage 4. 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 sessions.' Department for Education Report on Attendance, 2016.</p>	<p>3</p>
<p>Increase self-esteem, resilience and ambition for pupils and their families. Provide bespoke support for pupils suffering from anxiety or other mental health difficulties.</p>	<p>Evidence suggests that supporting young people's social and emotional skills can reduce symptoms of anxiety, increase attendance and participation in school life.</p> <p>To create a climate that meets mental health needs we have:</p> <ul style="list-style-type: none"> • Appointed a school senior lead on Mental Health: • Established a 'Well Being Drop-in': • Mindfulness: Run 'Mindfulness through Christ' at lunchtime • Counsellor: The school has its own dedicated counsellor who will see pupils based on need. • Counsellor Drop in: Our counsellor also runs a drop-in session on Tuesday, Wednesday and Thursday lunchtime, for any pupils who want to talk. 	<p>1, 2, 3, 7</p>

	<ul style="list-style-type: none"> • Personal Development: The school has a very rich Personal Development Programme, which includes regular updates on Mental Health, including assemblies, work with tutors and guest speakers. • Run bespoke courses on resilience for pupils. • SEMH: Appointment of two members of non-teaching support staff who specialise in SEMH and safeguarding who support pupils when there are specific barriers to learning. <p>Evidence that supports this approach:</p> <p><i>'There is good evidence that universal and targeted cognitive behavioural therapy (CBT) interventions are effective in reducing internalising symptoms in young people.'</i> Adolescent mental health: A systematic review on the effectiveness of schoolbased interventions Early Intervention Foundation (eif.org.uk)</p>	
Enrichment Programme	<p>We are committed to all pupils experiencing a wide and diverse enrichment programme, including clubs, activities, visits, outside speakers, residential opportunities. We offer the following:</p> <ul style="list-style-type: none"> • A coordinated programme across all areas of school life that is shared with parents, carers and pupils in a high-quality manner. • A series of retreats across Key Stage 3 that provide all pupils with the opportunity to engage in residential activities. • A range of activities that reflects the level of interest of the entire school community. • Communication to parents about pupil uptake on clubs / activities. • Tracking of pupil participation and appropriate intervention from tutors to support pupils attending clubs / activities. <p>Evidence that supports this approach:</p> <p><i>'Extra-curricular activities have the potential to develop both academic skills and essential life skills which can help highly able students to succeed – such as confidence, motivation, resilience and communication skills. Interventions which ensure that disadvantaged highly able students have access to extracurricular activities could potentially help to close the gaps between these students and their peers.'</i> Sutton Trust, Missing Talent, (July 2018).</p>	1, 2, 3, 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
<p>The school is committed to providing additional support for pupils, as needs arise, so that disadvantaged pupils can fully access the school's curriculum in the broadest possible terms.</p>	<p>We are supporting families with a range of costs including, but not limited to:</p> <ul style="list-style-type: none"> • ICT equipment • School uniform • Music lessons • Residential Trips • Breakfast Clubs <p>Evidence that supports this approach:</p> <p>Please see above row for links to residential trips and clubs.</p> <p>‘Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>1, 2, 3, 7</p>

Total budgeted cost: £ 241,465

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.

The aim of achieving above zero progress for disadvantaged pupils for the 2023 GCSE exams was achieved with a +0.02 progress score*.

The aim of achieving above average English and Mathematics 5+ percentage on a like-for-like basis was achieved in the 2022 outcomes with 66.1% of pupils achieving grade 5 or above in English and maths GCSEs.

Attendance of PP pupils improved considerably from 2021/22 to 2022/23 with PA falling by 20% and overall attendance rising by over 5% for this group of pupils. The strategies used to bring about this improvement will continue into 2022/23.

**Measures based upon SISRA Collaboration Data Window 2*

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	