Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Paul's Way (Secondary)
Number of pupils in school	1198 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Phil Akerman
Pupil premium lead	Deputy Head Pastoral (Joseph Lawlor)
Governor / Trustee lead	Chris Hyams

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£597,830.00
Recovery premium funding allocation this academic year	£135,430.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£773, 260.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

St Paul's Way is committed to providing effective resources and ensuring vital support is in place to raise the progress of disadvantaged pupils of all abilities and to diminish any differences between disadvantaged students and non-disadvantaged students.

Our belief is that our disadvantaged pupils should achieve in line with all our pupils and that disadvantage should not be a barrier to our pupils' success.

This document details the planned spend of the Pupil Premium Grant and Recovery Premium fund for 2021-22 and the challenges we seek to overcome in planning this spending.

Some of the strategies employed are based on our 2018-19 strategies (the last full academic year pre-Covid 19) as the impact of these strategies was a significant success, in particular around improving attendance and supporting progress at GCSE, along with the emotional wellbeing of our students.

Measures have been adapted to take into account the specific impact of Covid 19 on our pupils, in particular the impact on suspensions and safeguarding and wellbeing.
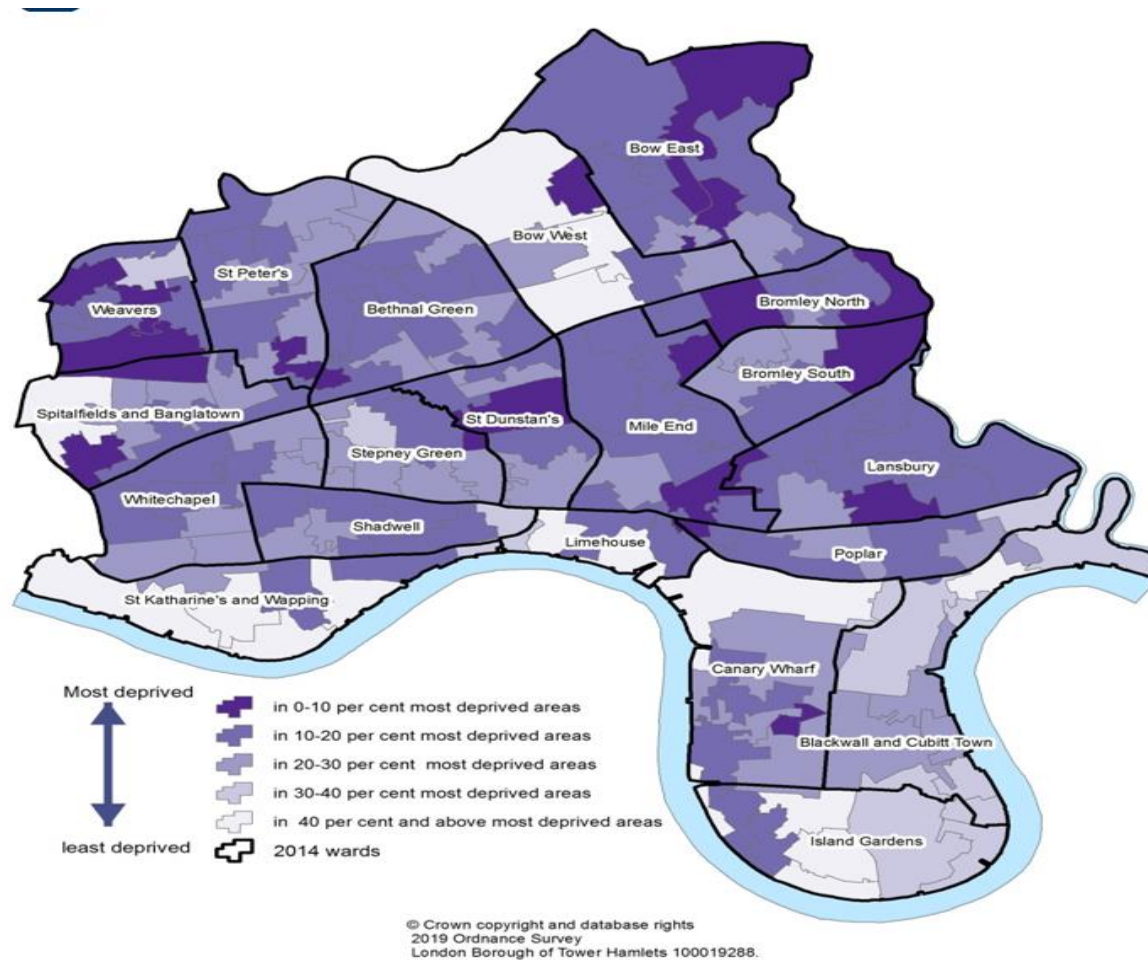
School Context

St Paul's Way Trust School is located in the London Borough of Tower Hamlets. Details below demonstrate the degree of deprivation within the borough:
- 27.3% of children in Tower Hamlets were in relative low-income families in 2018/19 which was the highest rate in London and well above the average for Great Britain. 21.4% of children were in absolute low-income families – also the highest rate in London.
- IDACI (Income Deprivation Affecting Children) Rank fell from 1st to 14th on Rank of Score but remained 1st on Rank of Rank – meaning less areas with the very highest deprivation but consistently high deprivation across the borough.
- 72% of all children are in a family that receives either child tax credit or working tax credit.

The Map below shows that within the borough itself St. Paul's Way Trust School is located in the 0-10% of the most deprived areas of the borough.

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2019 Ordnance Survey
London Borough of Tower Hamlets 100019288.

Pupil Premium Data 2022

Year Group	PP	Non-PP	PP%	Girls	Girls %	Boys	Boys %	HAP Girls	HAP Girls %	HAP Boys	HAP Boys %	MAP Girls	MAP Girls %	MAP Boys	MAP Boys %	LAP Girls	LAP Girls %	LAP Boys	LAP Boys %	No Previous
Year 7	117	123	49%	54	46%	63	54%	35	15%	33	14%	58	24%	66	28%	15	6%	25	10%	8
Year 8	131	109	55%	55	42%	76	58%													
Year 9	138	104	57%	44	32%	94	68%													
Year 10	121	119	50%	57	47%	64	53%	36	15%	36	15%	62	26%	71	30%	8	3%	26	11%	1
Year 11	121	115	51%	49	40%	72	60%	45	19%	49	21%	41	17%	70	30%	8	3%	20	8%	3
Total	628	570	52%	259	41%	369	59%	116	16%	118	16%	161	22%	207	29%	31	4%	71	10%	12

Objectives for Disadvantaged Pupils

The key objectives of the Pupil Premium Strategy are:
- Rates of progress to remain above national average for PP students at KS4 and narrow the gap between PP and Non-PP students.
- Maintain higher than national average attendance for PP students and narrow gap in attendance between PP and Non-PP students
- A reduction in suspensions for PP students and a narrowed gap in suspensions between PP and Non-PP students.
- Improve literacy rates in Pupil Premium students and a narrowed gap in literacy rates between PP and Non-PP students.

Key principles of the Pupil Premium Strategy

The Pupil Premium Policy is based on the following research:

- EEF Guide to Pupil Premium Autumn 2021

- "*Supporting the attainment of disadvantaged pupils briefing for school Leaders*" DFE 2015

The Pupil Premium Strategy should be read in conjunction with the School Development Plan for 2022/23. The school implements the EEF cycles of school development when managing whole school development.

Specifically, re: the Pupil Premium Strategy the school use the findings of the DFE paper in 2015 "building blocks for success" DFE 2015. These include:
- Establishing a whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence
- Clear responsive leadership.

The planned use of the recovery premium fund has been guided by the DFE paper from October 2021 which recommends use of the premium on evidence informed strategies including:
- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding#using-recovery-premium-funding

Challenges

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

Challenge Number	Detail of Challenge
1	*Low literacy levels*
2	PP Pupils have lower attendance than non-pp
3	PP Pupils have higher incidents of Fixed Term Suspensions
4	PP Pupils have lower progress in English and Maths compared to non-PP
5	High levels of social and emotional needs, particularly for vulnerable pupils with complex family needs

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 progress at KS4 for PP Pupils	Rates of progress to remain above national average for PP students at KS4 and narrow the gap between PP and Non-PP students.
Improved attendance of PP Pupils	Maintain higher than national average attendance for PP students and narrow gap in attendance between PP and Non-PP students.
Reduced suspensions for PP Pupils	A reduction in suspensions for PP students and a narrowed gap in suspensions between PP and Non-PP students.
Improved literacy rates for PP Pupils	An improvement in literacy rates for PP students and a narrowed gap in literacy rates between PP and Non-PP students
Improved framework for social emotional support for PP pupils with complex family needs	An established system of support via school for social and emotional needs for PP pupils in complex family structures

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: £199,912.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes for core subjects	**Action:** Create an extra x3 classes with reduced student numbers for lower attaining students in Year 8 for Maths and Science, and Year 9 for Maths, English and Science. **Rationale:** By deploying smaller class sizes, students with the most need will receive focused support and intervention. Education Endowment Fund (EEF) Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size 1. Reducing class size has a small positive impact of +2 month, on average. 2. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. 3. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive **Description of Intervention:** Smaller class sizes, often combined with an LSA, to ensure that lower attaining students have more time with their teacher and higher quantity of feedback on their learning.	4
Whole-class tutor time reading	**Action:** KS3 tutors read a range of challenging and diverse novels, following the school's Register Read Rally programme, to increase fluency and enjoyment of reading.	1

	Rationale: • Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all • Researchers from the National Literacy Trust found that only 3 young people in 10 were reading daily in their own time and this decreases with age • Developing a love of reading can be more important for a child's educational success than their family's socio-economic background. OECD, 2002 **Description of Intervention:** Form tutor reads to tutees x3 per week from class novel, students follow the text via guided reading.	
Coaching (10% cost)	**Action**: To improve teaching through Instructional Coaching Programme **Rationale**: • Teachers can only improve or attend to a few elements of their practice at a time: they need to be given manageable steps at a high frequency (weekly or fortnightly) • Teachers need to be shown the gap between their practice and improved practice – coaches are trained to model the action steps given to them in their coaching conversation • Teachers need opportunities to rehearse before they go "live" in the classroom. This is achieved through deliberate practice with the coach where they practise their action steps and the coach gives feedback against set success criteria. This ensures the action step is correctly implemented and behaviour starts to become habituated scripts the coaching conversations. StepLab also tracks the conversations and feedback for analysis, quality assurance and scaffolding **Description of Intervention**: All teachers are coaching fortnightly by a trained coach they are given bitesize action steps that are high leverage and manageable and supported by the StepLab platform. Teachers are modelled their actions steps and engage in deliberate practice with their coach before entering the classroom.	

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

Budgeted cost: £61,464.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 literacy interventions	**Action:** Identify students with lower literacy levels and use Lexia programme during tutor time to improve literacy levels. Train teachers to deliver the intervention. **Rationale:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • Reading comprehension strategies are high impact on average (+6 months). • 2. 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. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. • 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. **Description of Intervention:** Target students in Year 7-10 receive intervention using Lexia three times per week for 30 mins during tutor time. Data is analysed half-termly and group changes made accordingly.	1
Brilliant Club	**Action:** A group of PP students in Year 8 and 9 take part in the Brilliant Club programme each year. **Rationale:** In the UK today, a young person's chances of accessing life-changing higher education remain linked to their socioeconomic background. Whilst there has been an increase in progression to university over time, research shows that there are deep-rooted inequalities in accessing the most selective institutions, which are renowned for their positive impact on young people's futures.	4

| | https://thebrilliantclub.org/evaluation/programmes-evaluation/

Description of Intervention:
Pupils visit a highly-selective partner state schools university where they receive tailored information, advice and guidance.
In groups of up to six, pupils take part in seven university-style tutorials delivered by a researcher on courses which are based on academic research and range across STEM, the humanities and social sciences.
Pupils complete a challenging final assignment of between 1,000-2,500 words, depending on their age group, which is marked on a university-style grading scheme.
Pupils visit a second highly-selective university for a celebratory graduation event, which we invite parents and carers to join. | |

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

Budgeted cost: £407,176.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Achievement Coordinators x5	**Action:** Establish a team of Student Achievement Coordinators (SACs) who monitor the progress and attendance of students in each year group, identifying students for small group-based interventions. **Rationale:** By deploying a team of Student Achievement Co-ordinators, students will receive focused support and intervention. Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015 • *"Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months' additional progress"* • *"evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours" (+4 months)* • *"Overall absence rates are higher for pupils who are eligible for and claiming free school meals – 7.2 per cent compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent **compared** with 8.1)"*	2 and 3

	• *"Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20 per cent of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years".* **Description of Intervention:** One Student Achievement Coordinator in each year group to work closely with the Year Team Leader to ensure that PP students identified as being at risk of exclusion and/or making less than expected progress receive relevant and impactful pastoral support programmes to reduce the risk of exclusion and improve progress.	
Senior Pastoral Lead (80%)	**Action:** SLT lead for Intervention and Attendance **Rationale:** DFE guidance 2015 • *"A whole-school approach promoting learning which sets high aspirations for all pupils"* • *"Leaders can adopt specific behaviours to improve outcomes for disadvantaged pupils in their school."* • *"It's not just what you do; it's also the way that you do it. Schools can improve their effectiveness by focusing on the depth and quality of their support strategies."* • *"Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff."* **Description of Intervention:** • SLT lead appointed to drive Year Inclusion Meetings • Develop and improve existing policy for Persistent Absent students • Develop the use of cohort intervention trackers • Audit and assess the impact of tiered interventions at SPWT • Lead on the whole school Attendance Policy and systems and processes for tracking, monitoring and intervening for key pupils at risk of low attendance	2 and 3

Attendance Officer	**Action:** To ensure that there is a clear programme of intervention for students eligible for PP with low attendance. **Rationale:** In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. By ensuring that there is a member of staff responsible for attendance, they will have the responsibility and accountability for improving attendance outcomes for students. DFE statistics 2018/19 and white paper 2015 ● *"Overall absence rates are higher for pupils who are eligible for and claiming free school meals – 7.2 per cent compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent compared with 8.1)"* ● *"Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20 per cent of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years"*. **Description of Intervention:** Employ an additional member of staff within the attendance team whose remit will be to ensure that there is support available for students eligible for pupil premium to ensure that they attend school regularly and that their attendance is kept above 96%.	2
Attendance Welfare Advisor	**Action:** To ensure that there is a clear programme of intervention for students eligible for PP who have attendance below 90%. **Rationale:** In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. By ensuring that there is a member of staff responsible for attendance, they will have the responsibility and accountability for improving attendance outcomes for students. DFE statistics 2018/19 and white paper 2015	2

	- *"Overall absence rates are higher for pupils who are eligible for and claiming free school meals – 7.2 per cent compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent compared with 8.1)".* - *"Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20 per cent of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years".* **Description of Intervention:** Employ an AWA for an additional day whose remit will be to ensure that there is support available for students eligible for pupil premium to ensure that they attend school regularly and that their attendance increases to above 90%.	
Student Support Assistants x2	**Action:** Establish a team of Student Support Assistants who mentor PA students, identifying students for small group-based interventions. They also support site supervision model to ensure high expectations on-site of all students. **Rationale:** By deploying a team of Student Support Assistants, students will receive focused support and intervention. Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015 - *"Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months' additional progress"* - *"evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours"* (+4 months) - *"Overall absence rates are higher for pupils who are eligible for and claiming free school meals – 7.2 per cent compared to 4.0. They are over twice as likely to be persistently absent (21.6 per cent compared with 8.1)"* - *"Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20 per cent*	2

	of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years". **Description of Intervention:** Three Student Support Assistants to work closely with the SLT lead for Site Supervision and Senior Pastoral Lead to ensure that PP students identified as being at risk of low attendance receive relevant and impactful pastoral support programmes	

Total Budget: £733,260
Recovery Premium Cost: £65,891.30
Net Funding: £667,368.70
Total Expenditure cost: £668,973.19
Additional cost (Met through school budget): £1604.49

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

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

Teaching Outcomes

Activity	Evidence of Impact	Challenge number addressed
Smaller class sizes for core subjects	Year 8 Maths set 5 classes made 0.5+ relative progress and +0.4 progress in Science, from KS2 data by end of Year 8 (using end of year assessment data). Year 9 Maths set 5 classes made expected relative progress and +1.7 progress in Science, from KS2 data by end of Year 8 (using end of year assessment data).	4
Whole-class tutor time reading	• Book loans significantly up on previous year 2020-21:3142 2021-22: **7243** • Cohort Mean Standard age scores have increased Yr 8 2021 Start of year 7: 103.3 End of year 8: 104.8 **Difference= +1.5** Year 7 2021 Start of year 7: 100.2 End of Year 7: 105.5 **Difference= +4. 7**	1

Targeted Academic Support Outcomes

Activity	Evidence of Impact	Challenge number addressed
KS3 literacy interventions	Yr 8 2021 cohort: **3% reduction in students with below average reading age** ● Below average SAS **upon entry** to year 7: **17%** ● Below average SAS **end of year** 8: **14%** Year 7 2021 cohort: **16% reduction in students with below average reading age** 1. Below average SAS upon entry to year 7: 24% 2. End of Year: 8%	1
Brilliant Club	1. Two KS3 cohorts (24 students) participated on the Scholars Programme in 2021-22 2. 96% were eligible for Pupil premium 3. 46% had no parental history of higher education 4. The indicators below show that students at SPW had significantly higher attendance, submission rates and higher final assessment grades at % 1st/2.1 than the National Average:	

	St Paul's Way Trust School		National Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	56	56	52	50
Final assignment mark average	66	66	63	62
Average progress between baseline and final assignment	19 %	19 %	22 %	23 %
% 1st/2.1 final assignment grades	87 %	86 %	66 %	61 %
% Final assignment submission rate	96 %	96 %	80 %	78 %
% Tutorial attendance	95 %	95 %	86 %	84 %

Maths and English Academic Tutoring 1:1 or small group for KS4	Year 11 cohort 2021-22: • Students who received tutoring received an average increase of +0.64 P8 score between autumn mock exams and final results. The average P8 score increase for the cohort was +0.49 during the same interval	4
Associate senior leader Quality of Education, focusing on quality of curriculum planning and accessibility of the curriculum for SEND students	• Consistent approach to Curriculum planning and delivery achieved; recognised through QA measures; MTP and resource reviews, drop ins and book reviews • Assessment guidelines shared and actioned with discrete CSB classes ensuring assessment is appropriate for CSB students; QA through moderation and review of resource with subject leads	4

Wider Strategies Outcomes

Activity	Evidence of Impact	Challenge number addressed
Student Achievement Coordinators x5 Establish a team of Student Achievement Coordinators (SACs) who monitor the progress and attendance of students in each year group, identifying students for small group-based interventions.	• Overall attendance was 95.4% despite the Covid pandemic • The gap between PP and Non-PP is 1% • This is an improvement of 0.3% • Persistent Absenteeism dropped from 11.5% to 8.5% • Suspension average fell compared to 2020/21 4.8 per week to 4.1	2 and 3

Senior Pastoral Leader Establish a Senior Leader responsible for intervention and attendance	• Overall attendance was 95.4% despite the Covid pandemic • The gap between PP and Non-PP is 1% • This is an improvement of 0.3% • Persistent Absenteeism dropped from 11.5% to 8.5% • Suspension average fell compared to 2020/21 4.8 per week to 4.1	2 and 3
Associate Senior Leader Pastoral Establish additional leadership capacity to support year 9 and develop unstructured time provision	• The ASLP was deployed to support year 9 to reduce suspensions and improve attendance. The suspensions after he was in post dropped considerably: • 68% of suspensions for the cohort in 2021/22 occurred prior to their appointment	3
Attendance Officer To ensure that there is a clear programme of intervention for students eligible for PP with low attendance.	• The gap between PP and Non-PP is 1% • This is an improvement of 0.3% • Persistent Absenteeism dropped from 11.5% to 8.5%	2
Attendance Welfare Advisor To ensure that there is a clear programme of intervention for students eligible for PP who have attendance below 90%.	• The gap between PP and Non-PP is 1% • This is an improvement of 0.3% • Persistent Absenteeism dropped from 11.5% to 8.5% • 8 of 15 referrals were closed due to successful improvement in attendance • Of the remaining 7 cases 5 were new referrals and therefore need further time to shift attendance	2
Counselling Service Deployment of a targeted counselling service and small group interventions for the duration of the academic year.	153 students were referred who had an average of 6 sessions. On entry to counselling the average YP core score was 21.5 which dropped to 13.7 after the intervention showing a 7.8 reduction. Case studies available on request	2 and 3
Student Support Assistants x3	1. Overall attendance was 95.4% despite the Covid pandemic	2

Establish a team of Student Support Assistants who mentor PA students, identifying students for small group-based interventions. They also support site supervision model to ensure high expectations on-site of all students	2. The gap between PP and Non-PP is 1% 3. This is an improvement of 0.3% 4. Persistent Absenteeism dropped from 11.5% to 8.5% 5. Suspension average fell compared to 2020/21 4.8 per week to 4.1	
Social Prescribing Establish support frameworks for social and emotional support for vulnerable students with complex family needs	20 Year 13 students were supported by community connectors 18/20 said that the session supported their mental health in the run up to their exams Case studies available on request	5

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (optional)