

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 Mary Redcliffe and Temple School
Number of pupils in school	1788
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Elisabeth Gilpin
Pupil premium lead	Emma Cottell
Governor / Trustee lead	Liz Thackeray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 256,800
Recovery premium funding allocation this academic year	£ 32,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 60,724
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	£ 349,714

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background make at least good progress and attain well across the curriculum as well as enriching them to be fully ALIVE within our school and the wider community. All that we do is centred in hope, hope of who we are as people, and who we can become. Our Alive Model of Learning: Safe Boundaries, Good Relationships and Empowered Learning underpin every aspect of life at St Mary Redcliffe and Temple School. We intend for every student to be able to say: "I feel safe and belong here. I enjoy my learning and achieve well. This School helps me make my hopes come true."

The focus of our Pupil Premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the different challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined below is intended to support their needs, regardless of whether they are disadvantaged or not. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained, even improved alongside progress for their disadvantaged peers. We want all our students to own their own learning and to be empowered active learners. We believe the "glory of God is a human being fully alive" (Irenaeus) as detailed in our Alive model of learning. Empowered Learning is active, and reflects our values, beliefs and aspirations. The Alive model is the basis of our school ABCDE framework for teaching and learning. The five key areas: Assessment, Behaviour, Content, Differentiation and Engagement are derived from the values, skills and qualities we intend for our Alive learners to develop.

Our strategy forms a key part of the whole school strategy for education recovery, with the running of the National Tutor Programme including School-led tutoring for all students disadvantaged by the pandemic.

Our approach will continue to be dynamic; informed by diagnostic data, not assumptions. We intend to ensure an appropriate level of challenge and support, proactive interventions and utilising all stakeholders as appropriate.

Challenges

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

Challenge number	Detail of challenge
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1	Observations, work scrutiny, student voice and assessment data indicates that disadvantaged students are finding it hard to attain grades 5+ in Maths. Observations, work scrutiny, student voice and assessment data indicates that some disadvantaged students are finding it hard to attain grades 5+ in Maths. Our KS3 outcomes and QA indicate that the combination of disadvantage and pandemic pressures may have differentially impacted on Maths. This is supported by national research. 15% of the current Year 7 are below age-related expectations.
2	Internal QA including student and staff voice suggest that there are significant knowledge and skills gaps within practical subjects due to time lost during periods of school closure and bubbling. This has impacted on all students, but may be heightened in disadvantaged students. Baseline assessment in PE showed a decrease in fitness levels as well as the ability to demonstrate fundamental movement skills such as coordination and fluency. Knowledge and understanding of how to outwit opponents was lacking and kinaesthetic awareness of students has been detrimentally affected.
3	Baseline testing, literacy and reading testing upon entry into Year 7 and also early in KS3 show significant numbers of students who enter with below age-related expectations. In Year 7, 33% are below their chronological reading age and 14% are over two years below.
4	Initial monitoring suggests there may be a lower than average participation in some, though not all extra-curricular activities by some disadvantaged students.

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 in Maths.	By the end of our current strategy, the gap between disadvantaged students and non-disadvantaged students gaining 5+ in Maths will be closing. At KS3 disadvantaged student engagement and attainment will have increased and will be evidenced by internal assessment data, learning walks, work scrutinies and student voice.
Improved knowledge and skills within the suite of practical subjects.	KS3 curriculum has been successfully reshaped to appropriately address the learning. Evidence by internal QA and assessment. KS4 curriculum is successfully delivered and the practical components of GCSE are producing results comparable to theory elements.

Improved reading comprehension among disadvantaged pupils in KS3.	Lucid, Accelerated Reader and baseline tests reflect an improvement in disadvantaged students who enter the school below age-related expectations. Internal QA reflects better subject literacy across the curriculum. Internal KS3 assessment data reflects reading comprehension has improved across the curriculum.
Increased participation in extra-curricular opportunities by disadvantaged students.	More equitable participation across all kinds of activities offered including trips and visits. Internal QA reflects an increase in cultural capital and preparedness for work.

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing in numeracy interventions both within SEND and Maths.	Teaching in small groups and one-to-one can have a high impact for a moderate cost as evidence by the EEF Teacher's Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Maths Hub and mastery funding required cover for staff to attend.	The DfE non-statutory KS3 guidance draws on evidence-based approaches https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3 Development of Maths teaching is vital to include accurate assessment of prior knowledge, teaching problem solving strategies and students' understanding. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Engagement with and delivery of mastery methods in Maths can have a high impact with low cost.	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a 3 year license for Accelerated Reader	<p>Improving school-wide subject literacy in line with the EEF guidance is vital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Our literacy intervention s draw on the EEF toolkit for both oral language and comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Also, adhering to the research of Alex Quigley</p> <p>https://www.theconfidentteacher.com/category/closing-the-reading-gap/</p> <p>and the recommendations of the Oxford Language report</p> <p>https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk</p>	3
National Tutoring Programme. Engaging with French, Spanish, Maths and Science. A significant proportion of those participating are disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 and 3
School-led tutoring. Engaging with all EBacc subjects. A significant	<p>Tuition targeted at specific needs and knowledge gaps can be an effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups</p>	1 and 3

proportion of those participating are disadvantaged	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Practical subject-led interventions. Targeted for those students with most need. Also monitored against other programmes to prevent 'over-intervention'	<p>The importance of quantifying lost learning: https://www.gov.uk/government/publications/learning-during-the-pandemic/learning-during-the-pandemic-quantifying-lost-time--2</p> <p>Offering the arts both in the curriculum and providing extra-curricular opportunities can have a moderate impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Working collaboratively at any point in the school day can have a high impact on students' engagement and achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	2

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

Budgeted cost: £ 229,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing contract for an additional Behaviour Manager	<p>Our experience as a school as proven this is a valuable strategy.</p> <p>Also behaviour interventions are proven to have a moderate impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	All
Continuing contract for a KS4 Academic-focused Learning Mentor	<p>By focusing on targeted students with a specific outcome, our experience has found that a moderate impact can be achieved https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>This role facilitates stronger relationships with harder to engage parents so a moderate impact is achieved https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	All
One year Fixed term contract for a Pupil	Likewise, aiding the relationship with hard to engage families is vital.	All

<p>Premium Coordinator. Raising the profile and supporting all staff including the SLT lead.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement It forms part of our leadership implementation plan after careful defining of the issues we wanted to address. https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of schools similar to ours from the EEF Family, we have identified a need to set an amount aside to respond quickly to needs that have not yet been identified. The arrival of the Omicron variant means that the impact is as yet unpredictable and we may need to address the loss of cultural capital opportunities if severe contingency measures need to be introduced that restrict access to enrichment opportunities for a long period. In addition, if the government or regional health officials have to reintroduce temporary offsite learning it is essential that the provision we put in place mitigates the impact of this for the disadvantaged.</p>	<p>All</p>

Total budgeted cost: £ 349,714

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 showed that disadvantaged students gained progress of -0.01 which is a pleasing shift in the right direction. Maths attainment for disadvantaged students remains an area for further development despite some closing of the gap.

Our previously identified barriers to educational achievement are being well addressed, but immediate focus had to shift to wellbeing and access to the remote curriculum. For many disadvantaged students as this proved the biggest obstacle. Pupil Premium attendance at remote lessons was very good and having real time lessons with equipment was highly effective. This significantly reduced the risk of lost learning.

Further improve school to parent/carer communication was addressed in terms of parents' evening attendance, access to funding and attendance. However, we continue to work on access to trips, visits and extra-curricular opportunities. Therefore, our monitoring of participation become more granular this academic year and we take that forward into this year's strategy.

There has been a development in the quality of differentiation as evidenced in internal QA, a change in the way that inclusion training is delivered as well as a greater embedding of the school's Alive Curriculum. This will be continued to ensure that lower ability and SEND Pupil Premium students achieve well in 2021/2.

Numeracy intervention were increased both through the National Tutoring Programme and moving into this year, additional staffing.

Externally provided programmes NA

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
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Service pupil premium funding (optional) NA

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)

- Individual Learning Mentors for vulnerable students
A dedicated Learning Mentor for children in care
Counselling service
Staff training on maximising outcomes for disadvantaged students
Homework Club
Numeracy and Literacy Boosters for Years 7 to 11 specifically targeted at disadvantaged students
- A programme of subject-specific intervention.
- Re-time tabled days to recap on lost learning for practical subjects.
- Providing one-to-one support in improving extended writing for disadvantaged students with EAL
- Small group English boosters for targeted Year 11 students with a senior examiner
- Guaranteed one-to-one interviews with our independent careers consultant, with follow-up as required.
- Revision materials including providing revision guides for students.
In terms of destination, 100% of our Year 11 PP students went into either FE or a maintained school.
- Additional time for English to run Speaking and listening assessments.
- Devices for all PP students including dongles and 4G upgrades.
- Stationery packs including maths set and scientific calculator.