

Pupil premium strategy statement – St Mary Redcliffe and Temple School 2024-2027

This statement details our school’s use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our disadvantaged pupils. The purpose of this plan is to improve provision and outcomes for our identified ‘Priority Pupils’

As a diverse school, we welcome students from a wider range of contexts and therefore their preparedness for their school day can vary. As we develop fully Alive students, we aim to shape our approaches to address the multiple barriers that these students face. Our challenges (and opportunities) centre on ensuring all students engage with and benefit from excellent adaptive teaching, with high expectations for all of our students, but especially (but not exclusively) those who have experience of: out of Key Stage transitions, EAL, SEND, Pupil Premium, reading ages beneath chronological age; CiC, PLAC; sanctuary seekers and those groups with historic underachievement.

This also covers our approach to cultural capital in our specific context as a large, diverse, inner-city school. Whilst we acknowledge the three core elements of: embodied, objectified and institutional cultural capital as coined by Bourdieu and Passeron, for us it reflects the mix of local, familial, and community-based knowledge and skills that support students in succeeding both within the school and in broader society. This includes but is not limited to: a range of language, ways of thinking, social connections, and activities. These resources and opportunities help students navigate and succeed in different situations, both in school and beyond and embody our fully Alive curriculum.

School overview

Detail	Data
Number of pupils in school	1096
Proportion (%) of pupil premium eligible pupils	23.99%
Academic year/years that our current pupil premium strategy plan covers.	2024/5 2025/6 2026/7
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Del Planter
Pupil Premium Lead	Emma Cottell
Governor / Trustee Lead	Andy Spens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic (financial) year	£279,615
Pupil Premium-Non Formula	£30,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic (financial) year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£309,615

Part A: Pupil premium strategy plan

Statement of intent

Our ambition to become a beacon school that has the lives of Priority Pupils at its centre, with all students making their unique contribution. These students underpin each area of our School Development Plan, making our values transparent within and without our school community. Our Christian distinctiveness and ALIVE values, based upon “I have come that you might have life and life in all its fullness” John 10:10, underpin our strategy.

Summary of School Priorities and Objectives

SP1	Quality of Education – Embedding approaches that develop empowered learners.	SP4	Leadership & Management – Embedding the culture, standards and innovation that will accelerate SMRT becoming a Beacon School.
Objective 1	Enhance the quality of teaching and learning practices across all departments	Objective1	Augment a culture of high expectations, coherence, and alignment.
Objective 2	Raise student achievement and progress	Objective 2	Strengthen staff wellbeing and manage workload effectively to improve job satisfaction, and overall school performance.
SP2	Behaviour & Attitudes Creating the environment in which students are best prepared to make their unique contribution to the world.	SP5	Site, Resources & Partnerships -Establishing the infrastructure and collaboration required for SMRT to become a Beacon School
Objective 1	Strengthen positive behaviour, belonging and school ethos	Objective 1	Develop digital infrastructure and resources
Objective 2	Foster student engagement, leadership and responsibility	Objective 2	Strengthen external partnerships
SP3	Personal Development - Life (Zoe) in all its fullness -John 10:10.		
Objective 1	Augment the SMSC (Spiritual, Moral, Social, and Cultural) curriculum		
Objective 2	Enhance careers education and guidance		

Challenges

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

Challenge number	Detail of challenge
1	Early identification of all priority students to inform fit for purpose provision.
2	Improving parental engagement and empowerment.
3	Ensuring adaptive teaching meets the needs of all priority students
4	Raising the achievement of priority students so that it is consistently in line with non-PP national outcomes.

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
1	<ul style="list-style-type: none"> • There is fit for purpose a provision for all priority students. Needs of the students are met whether social, academic or extra-curricular. • Priority students have a higher profile with all staff. • Interventions and provisions are in place from KS3. • Sustained tracking via Bromcom and Evolve of participation in the following: trips; visits, school shows and events; physical activity. Duke of Edinburgh; Homework Club, Learning Mentor lunchtime provision and Student Leadership opportunities. • Systematic approach to our Priority Pupils and their school engagement and experience, with specific focus on: PP, FSM, CIC, PLAC, SEN, ; BCRB, BSOM, EAL and Sanctuary Seekers,. • An agreed definition of what 'Cultural Capital' means in a SMRT context. • Literacy continues to develop its scope through reading and oracy provision within the school. • There is a universal extra/co-curricular programme which is universal by being built into the school day by September 2025. • Improved tutor and HoY dialogue and information sharing to support priority students. 	<ul style="list-style-type: none"> • Increased attendance and punctuality. • Improved engagement and success in academic learning • Decrease in behavioural sanctions. • Increase in participation of extra-curricular activities. • Reduction in the length of the impact of any language or literacy barrier. • Increased confidence in students.
2	<ul style="list-style-type: none"> • Positive interactions between home and school. • Increased engagements with and into the community/communities by school staff in addition to parents/carers being invited into the school environment. • Admissions process into the main school and Sixth Form Centre continues to be inclusive for our Priority Pupils. • Key Stage Transitions at Years 7, 9 and 11 continue to consistently align with our values and are as inclusive as possible. • The experience of new, in-year arrivals, who are often in our most vulnerable cohort, is consistently supportive and inclusive. • Monitoring and analysis of the reasons for non-attendance at Parent/Carer evenings leads to a significant increase building on 	<p>Improved response to school-hosted events both on-line and in person.</p> <p>Increased attendance and punctuality.</p> <p>Decrease in behavioural sanctions.</p> <p>Increase in participation of extra-curricular activities.</p> <p>Frequent and consistent contact including record of phone calls.</p>

	<p>recent improvements with and action plan in place to address this.</p> <ul style="list-style-type: none"> • Training and scaffolding for conducting a parent/carer evening appointment to ensure a positive experience for parents/carers who require additional support. 	
3	<ul style="list-style-type: none"> • The newly revised data sharing systems enable earlier identification and intervention. • Collaboration between pastoral and academic staff, centred around the needs of the student. • The school continues to understand the areas of need which include, but are not limited to behaviour; attendance; academic performance; safeguarding and wider deprivation beyond FSM and PP. 	<ul style="list-style-type: none"> • Improved outcomes in both internal and external assessment. • Retention rates to 6th form increase. • Increased attendance at subject interventions. • Improved engagement with both class and homework. • Knowledge organisers are consistently used to help scaffold progress and gap closure. • Improved communication about best practice with students. • Consistent, recognisable and accessible resources that students can work through independently in different settings, and that are regularly checked by Learning Mentors.
4	<p>Significantly narrow the attainment, engagement and provision gaps for our Priority Pupils including, but not exclusively: EAL; SEN; Sanctuary Seekers, FSM, CIC, PLAC, BCRB, BSOM and PP.</p>	<p>The gap between English and Maths achievement for these students is significantly narrowed consistently.</p>

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback Developing oracy Adaptive Teaching	EEF Feedback McGill Introducing Verbal Feedback EEF Oral Language interventions Oracy Education Commission report 2024- We need to talk EEF Moving from Differentiation to Adaptive teaching EEF Assess, adjust, adapt Bloom -What is adaptive teaching and why is it so important? Worker - The three pillars of adaptive teaching	1, 3 and 4

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

Budgeted cost: £59,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject interventions	EEF Targeted Academic Support EEF Teaching and Learning toolkit	1, 3 and 4
	Assessing the range and evidence-base of interventions - Pegram, Watkins, Hoerger and Hughes	

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP student pupil profile creations.	EEF Guide to the Pupil Premium	1, 3 and 4
Deformalise interactions	EEF Working with Parents to Support Children's Learning	2
Community events – geographical and social considerations.	School's Transition Tool: A Trio of Challenges	2
Mapping need and access to provision	EEF Guide to the Pupil Premium	1, 2, 3 and 4

Total budgeted cost: £309,615