

## 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. Crispin's           |
| Number of pupils in school  | 1284                    |
| Proportion (%) of pupil premium eligible pupils in Y7-11  | 13.2%                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024               |
| Date this statement was published   | November 2021           |
| Date on which it will be reviewed   | October 2022            |
| Statement authorised by   | G. Rhodes (Headteacher) |
| Pupil premium lead  | J. Hudson & K. Pinsent  |
| Governor / Trustee lead   | Maura Brittain          |

### Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £ 145,220 |
| Recovery premium funding allocation this academic year  | £ 19,140  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 164,360 |

# Part A: Pupil premium strategy plan

## Statement of intent

It is profoundly important that students in receipt of the Pupil Premium Grant and Covid Catch up funds receive a high-quality education at St Crispin's, built on our ambitious "Excellence for All" well designed curriculum. This is a matter of social justice and equity because the most disadvantaged students are at risk of missing out on the things a that a strong curriculum supply. St Crispin's curriculum is not narrowed and all students have access of the corpus of knowledge that is the entitlement of every young person. Our curriculum is enriched beyond formal lessons including the participation of special events, educational visits and competition. As a result, grants are prioritised for and invested in the delivery of the curriculum, the removal of barriers for disadvantaged or vulnerable learners' access to the curriculum and positive promotion of extra-curricular involvement.

The group of students at St. Crispin's who qualify for the PPG varies from year to year. In each year the students making up this group have a range of academic abilities and they experience a range of socio-economic circumstances. These may include one or more of the following: low literacy skills, low numeracy skills, emotional/mental health issues and/or financial hardship that may prevent full participation in school life. Of our PP students 40% (62 of 154) have some level of SEND, which includes 7% (11/154) with an EHCP. The principle that the school follows in working with students who qualify for the PPG is to prioritise evidence-based quality first teaching for all students and to consider support for each disadvantaged young person on an individual basis. Consequently, the PPG is used in different ways in order to maximise the impact for these students and other students in the school.

The approach taken by St. Crispin's is grounded in the best practice as recommended by the EEF and that shared within local partnership working in the Wokingham and Bracknell Pupil Premium Network.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Low literacy skills, low numeracy skills</p> <p>When joining us, disadvantaged pupils generally have lower literacy and numeracy skills than that of their peers. This can present challenges for pupils when accessing the curriculum offer here at St Crispin's.</p> <p>CATS4 test results indicate that for the current cohort of Year 7 pupils disadvantaged pupils have an average Mean SAS of 96.91, this is 12.32 points below their non-disadvantaged peers. The widest gap in their</p> |

|   |   |
|---|---|
|   | <p>standardised score was on the quantitative skill where disadvantaged pupils were 18.23 points below their peers</p>  |
| 2 | <p>Low engagement in academic study and wider school life</p> <p>Our attendance data suggest that disadvantaged pupils have higher levels of absence compared with non-disadvantaged pupils. In the 2020-21 academic year disadvantaged pupils were absent between 2.2% and 7.0% more than their peers. This will have an impact their learning and ability to make progress in line with their peers.</p> <p>For the current Year 11 cohort their engagement in study and school life can be measured somewhat through their reported attitude codes. The average attitude point score for a disadvantaged pupil was 2.15 compared with a score of 1.89 for their non-disadvantaged peers (1 being no concerns about engagement to 5 being serious concerns about engagement).</p> |
| 3 | <p>Emotional/mental health issues including challenging behaviour and circumstances that may lead to poor engagement with/poor attendance at school</p> <p>As schools have returned following the various lockdowns throughout the pandemic the emotional/mental wellbeing of all pupils has been negatively impacted and this is seen if not at a slightly higher level from our disadvantaged pupils. We have two key offers of support within the school to support pupils emotional and mental health. 31.6% of package 1 and 22% of package 2 are used to directly support disadvantaged pupils.</p>   |
| 4 | <p>Financial hardship that may prevent full participation in school life in line with our school's ethos. This inequality is reflective of the stark income gaps within our local community.</p>  |

## 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  |
|---|---|
| <p>Students at St. Crispin's will be supported in accessing and participating in all aspects of their education and school life (especially in the context of recovering and rebuilding).</p> | <p>The proportion of students in receipt of PPG will participate in the school curriculum and its enrichment activities will be as follows:</p> <ul style="list-style-type: none"> <li>• Overall attendance at school 93%+</li> <li>• Attendance at PSHCE focus sessions 93%+</li> <li>• The participation in extracurricular clubs and other enrichment opportunities should be as good or better than other (ie non-PPG) students. This will be fostered by pastoral leaders encouraging and tracking participation in activities such as Educational Visits; clubs in Music, Drama, PE and Science; Debating/Mock Trial, Open Evenings, D of E, duties as student receptionist, Green Team, tours of the school for visitors etc.</li> </ul> |
| <p>Students at St. Crispin's will increase their levels of attainment and progress, with students in receipt of PPG closing attainment gaps relative to national averages</p>                 | <p>Progress 8 score of 0.0 or better for Y11 students in receipt of PPG. Indicative P8 scores of 0.0 or better for PPG students in:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> </ul> <p>85%+ of students in Y7 – 9 will be making progress in line with their targets:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• Foundation subjects</li> </ul> <p>Indicative Progress 8 score of 0.0 or better for Y10 students in receipt of PPG. Indicative P8 scores of 0.0 or better for PPG students in:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> </ul>   |



## 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: £ 36,212

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Leadership of PPG  | All strategic plans and operational decision making made by leaders in respect of PPG spend is made under the guidance of EEF research and best practice   | all                           |
| CPD: <ul style="list-style-type: none"> <li>GCSEPod</li> <li>Professional Reading Library</li> </ul> | More information <a href="#">here</a> . Purchased to mitigate interrupted learning due to the pandemic.<br>PPG at St. Crispin's has linked to the common PM target for the last 7 years so that all staff are involved in investing in their practice to improve quality first teaching. In recent years this has included <a href="#">metacognition</a> , <a href="#">feedback</a> and <a href="#">homework</a> and the promotion of scholarly reading through the development of a professional sharing library. | 1,2                           |
| PSCHE programmes   | Work with pastoral leaders and local community partners (especially Soulscape) have identified additional programmes (listed below) which all students, but especially disadvantaged students, will benefit from   | 3                             |
| Accelerated Reader Programme   | This has been launched to embed and celebrate a strong reading culture for all learners. <a href="#">Here</a> and <a href="#">here</a>   | 1                             |
| SucSEED programme  | Work with pastoral leaders and the SENCO has identified a small group of KS4 students who are vulnerable to becoming NEET, school refusers and/or at risk of mental health difficulties.   | 3                             |

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

Budgeted cost: £ 42,341

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Intervention for KS4 English, Maths and Science                                      | <a href="#">Here</a> and <a href="#">here</a>                                 | 1,2                           |
| GCSEPod and other platforms  | More information <a href="#">here</a>   | 1,2                           |
| Small teaching groups for students with low literacy and numeracy skills in KS3 (y5) | <a href="#">Here</a>  | 1                             |
| Learning Bursaries for students in exam cohorts                                      | As presented in best practice sharing from local Pupil Premium Award winners. | 1,2,4                         |

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

Budgeted cost: £ 85,807

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Actions to support students at risk of Permanent exclusion: Reflection Room, Alternative Programme | Explanation and evaluation of these approaches is available <a href="#">here</a>   | 2,3                           |
| Student mentoring and support  | <a href="#">Here</a>   | 3                             |
| Financial support for enrichment activities  | <a href="#">Here</a>   | 4                             |
| Financial support for curriculum participation and support for uniform and equipment costs         | In an area of the UK where there is marked <a href="#">inequality</a> , this approach looks to respect the student's dignity by reducing visible signs of economic disadvantage. | 4                             |

**Total budgeted cost: £ 164,360**

## 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.

The school built on prior work to remove Barriers to Learning (such as transport, uniform, revision guides etc) with a specific focus on IT. The school evaluated the availability of internet access and IT equipment (and therefore capacity for joining remote learning) of all students and prepared laptops and wifi dongles for those identified as needing them for the lockdown periods. Furthermore, the school provided training for all staff and students in Teams so all students can access education remotely.

The school continued its focus on attendance, engagement and punctuality of students who qualify for the PPG through the use of mentoring, restorative practice, targeted intervention and the Reflection Room. The school focussed on the next steps of students, especially through the Wheeler Programme, employability skills workshops and the Adviza service

Individual support remained in place for students, including Learning Bursaries for students in Y9-11 & targeted enrichment provision across all years (including DofE). Intervention lessons (in KS3 Literacy, KS4 English, Maths and Science) continued as did the SucSEED programme – providing life skills training and alternative qualifications for vulnerable KS4 students

For some individuals Life Skills Coaching, Behavioural Support, Mentoring, and The Alternative Programme were used.

## 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  |
|---------------------|-----------|
| Mind the Gap – Yr 7 | Soulscape |
| Give & Take – Yr 8  |           |
| Real – Yr 9         |           |
| Object – Yr 10      |           |

## Further information (optional)

St. Crispin's is pleased to acknowledge the support of Ludgrove School, Wellington College (including the Wheeler Programme) and Arts Society Wokingham. Each of these partner organisations have provided opportunities for disadvantaged students at St. Crispin's.