

Pupil premium strategy statement – Saint Ambrose Barlow RC High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1070
Proportion (%) of pupil premium eligible pupils	All pupils: 261 = 24.39% FSM: 293= 27.38%
Whole school/ year group%	PP Year 7: 53= 4.95%/ 25.23% PP Year 8: 55= 5.10%/ 26.31% PP Year 9: 65= 6.07%/ 27.77% PP Year 10: 46= 4.29%/ 22.33% PP Year 11: 42= 3.92%/ 19.90%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ben Davis, Headteacher
Pupil premium lead	Katie O’Leary, Assistant Headteacher
Governor / Trustee lead	Vikki Allen, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309, 335
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>	£ 38, 985
Tutoring Grant	£ 8128

Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic 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>	£ 356, 448

Part A: Pupil premium strategy plan

Statement of intent

At Saint Ambrose Barlow RC High school, all staff are invested in our school vision of Inclusive Catholic Excellence for all pupils underpinned by our school values of Love, Learn, Lead. Our Pupil Premium cohort has a diverse range of pupils; our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum and feel successful within our school community.

Our evidence informed Pupil Premium strategy prioritises high quality teaching and learning, purposeful academic intervention and wider approaches in order to remove barriers for all pupils. Specifically, we will do this by focusing on Professional Development and Interventions linked to Quality First Teaching, SEND, Attendance and Literacy.

We know the best place for pupils to be is in the classroom with their teacher, so we prioritise quality first teaching by focussing on CPD for staff. This develops pedagogy and supports the implementation of our evidence informed Teaching and Learning principles, which support teachers to maximise learning. We use assessment to identify improvement priorities, address areas of underachievement and adapt curriculums.

We want all pupils to access our knowledge rich curriculum with equity so that they feel successful and develop their understanding of each subject. As a result of this, we have developed oracy and reading because closing the language gap supports closing the disadvantage gap.

As part of our wider strategies offer, some pupils may need support outside of the classroom however there is always a clear rationale for doing so. Pupils are selected for targeted intervention to ensure they flourish in school. Where possible, we will do this as early as we can. This is especially evident in the strategies to address attendance, to support pupils' mental health and wellbeing and our implementation of 1-2-1 and small group literacy intervention to support need our support, regardless of whether or not they are disadvantaged.

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	Attendance data for the last academic year indicates that attendance among disadvantaged pupils was 5.1% lower than that of non-disadvantaged pupils. In the current academic year disadvantaged pupils' attendance is currently tracking at 5.1% lower than that of their peers.
2	English attainment of disadvantaged pupils is considerably lower than that of non-disadvantaged pupils and teacher diagnostic assessments in English and other Literacy based subjects suggest that staff need professional development in how to teach extended writing in the classroom.
3	Pupil and parental voice, observations and discussions with all stakeholders have identified social and emotional issues for many pupils, such as anxiety, depression and low-self-esteem. These challenges particularly affect disadvantage pupils' well-being and attainment.
4	Some disadvantaged pupils are reading below their chronological age, some significantly below their chronological age. This is preventing pupils from accessing the curriculum

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
Disadvantaged pupils will be able to know, understand and do more, particularly in English, Maths and Ebacc subjects.	Pupils will be able to articulate their knowledge and understanding verbally and their books and samples of work will show that they have a secure knowledge and understanding. This will be particularly evident in extended writing, across the curriculum, but especially in English. Their performance in assessments will improve towards being in line with their non-disadvantaged peers nationally and in school. Uptake of the Ebacc suite amongst DP will increase towards 75%, from 32.6%(currently there is 0.3% gap against their non-DP peers in school). Their outcomes at KS4 in 26/27 will demonstrate that they are inline or better than national in A8 and Ebacc. No pupils are NEET (100% positive destinations) and all DP achieve the destination of their choice.

The attendance of disadvantaged pupils is good and in line with that of their peers in school ensuring that they access the curriculum and wider opportunities	Persistent absence for all DP pupils, but particularly for identified groups of pupils where there has been a developing trend, improves towards that of non-DP peers. Attendance overall for DP pupils is inline or better than their non-DP peers.
All pupils' wellbeing is supported effectively, but disadvantaged pupils in particular have access to a range of supports that ensure they are able to thrive and access the curriculum and enrichment	The proportion of DP pupils participating in co-curricular activities increases so that it is in line with non-DP Pupil, parent and carer voice indicates that DP are effectively supported. Suspensions and exclusions for DP reduce in line with non-DP.
All pupils, particularly SEND and disadvantaged, will have a high level of skill in reading and this ensures that they can access the curriculum fully and is underpinned by a love of reading	The proportion of all pupils, especially DP, who are reading at or above their chronological age increases, as does that of pupils who are within 20% of the CA according to TR data. Pupil voice on reading culture and reading interventions is positive and shows that pupils are reading widely for pleasure and in lessons. Disciplinary reading is effectively embedded in all subjects and is in evidence in a rich and challenging curriculum that supports more rapid progress for all learners especially DP.

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: £199,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to raise attainment through consistently high-quality wave 1 teaching & learning through effective professional	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' EEF The EEF Guide to Pupil Premium 'Disadvantaged pupils are disproportionately affected by the quality of teaching' DfE, Supporting	1, 2, 4

development opportunities for all staff, in particular ECTs and the English and Maths Department.	the attainment of disadvantaged pupils 2015	
To embed the feedback system (established last year as part of the PP strategy) that focuses on the task, subject and self-regulation strategies allowing pupils to engage with and respond to further learning	'There is evidence to suggest feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.' EEF, Teaching and Learning Toolkit: Feedback	1, 2, 3
To improve teaching of disciplinary literacy and ensure it is coherently aligned with curriculum development so that pupils can deepen their understanding in all subjects	'...students would make greater progress in reading the texts of history, science, mathematics, and literature if instruction provided more explicit guidance that helped them to understand the specialized ways that literacy works in those disciplines.' What is Disciplinary Literacy and Why Does it Matter?' by Timothy and Cynthia Shanahan (2012)	1, 2, 4

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

Budgeted cost: £86, 736

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a programme of one to one bespoke intervention to support pupils with Maths, English and Reading through engagement of 1-2-1/ small group sessions.	"There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.' EEF The EEF Guide to Pupil Premium	1, 2, 3
To engage Heads of Department/ Pastoral	'Schools can help break the link between disadvantage and	1, 2, 3, 4

Leads and the Senior Leadership Team to provide high quality support and timely interventions for pupils across KS3 and 4 who are identified as underachieving	performance by supporting disadvantaged pupils to achieve their full potential.' DfE Supporting the attainment of disadvantaged pupils. 2015	
Improve the reading ability of all identified pupils, including disadvantaged pupils, through a programme of one to one instruction, paired reading and small group guided reading allowing pupils to deepen their learning across the curriculum.	'Reading, writing, speaking and listening, are at the heart of every subject in secondary school. Focussing time and resources on improving reading and writing skills will have positive knock on effects elsewhere, whether that's being able to break down scientific vocabulary of structure a history essay.' EEF Improving Literacy in Secondary Schools. 2019	1, 2, 3, 4

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

Budgeted cost: £ £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the mental health and well-being of all pupils, but especially those who are most disadvantaged to enable them to develop the motivation and resilience needed to achieve their potential in school, attend school regularly to ensure there are able to maximise their learning and achieve the best possible outcomes	'The health and well-being of children and young people contributes to their ability to benefit from high quality teaching and learning and to achieve their full academic potential.' Public Health England The Link between pupil health and well being and attainment. 2014	1, 2, 3

<p>To continue to raise awareness and understanding in pupils and parents, particularly those who are disadvantaged, of the importance of good attendance as a vehicle for improving pupil well-being and outcomes.</p>	<p>‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’ EEF Working with Parents to support children’s learning Report. 2018</p>	<p>1, 4</p>
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Total budgeted cost: £411, 116

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activities has on pupils in the academic year 2022 to 2023.

Our FSM data shows that our school resides within an area where disadvantage is increasing compared to when our initial report was originally written in 2020. The gap between percentage of pupils eligible for FSM within school versus national data has increasingly narrowed, bringing school data above national data for the percentage of pupils receiving FSM for this academic year.

	2020	2021	2022	2023	2024
% Pupils eligible for FSM	15	17	20	22	27.3
% National Pupils eligible for FSM	16	19	21	23	24.6*
IDACI score	0.21	0.22	0.23	0.23	**
National IDACI score	0.20	0.17	0.17		**

**source: "Brigid Francis-Devine, Xameerah Malik, Nerys Roberts, 2 September 2024, Food poverty: Households, food banks and free school meals available: CBP-9209.pdf*

*** (At the time of publishing this document IDACI score data was not available).*

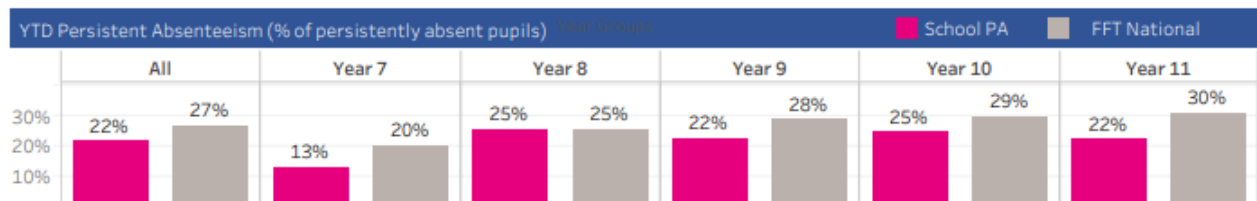
As a result, we will continue to do everything we can as a school to close the disadvantage gap and give every pupil at Saint Ambrose Barlow opportunities to succeed aligned without school improvement priorities of: improving Attendance, SEND, Literacy and the Quality of Teaching and Learning.

Improving reading has been a focus within our CPD offer for staff, curriculum development and at targeted intervention level for our disadvantaged pupils. Reading ages have improved across current year 8-11 however attainment gaps between our disadvantaged and none disadvantaged pupils remains an area for improvement as we proceed into the next year of our strategy. Our CPD plans focus on pupil's comprehension skills and vocabulary acquisition.

We will continue with our attendance strategy; attendance is currently above national average for all categories. We have seen an 0.4% improvement in attendance for all students from last year and a 0.3% improvement for pupils with FSM6. Our gap in attendance between FSM6 and non FSM6 has narrowed by 0.6% as attendance continues to improve overall for all. This does not reflect the national picture where the gap has increased by 0.1%. We want every pupil to succeed at St Ambrose and as there is a link between good attendance and improved attainment this will continue to be an area of focus.

	<i>2024 School</i>	<i>2024 FFT national</i>	<i>2023 School</i>	<i>2023 FFT national</i>	<i>2022 School</i>
<i>Whole school</i>	<i>92.5</i>	<i>90.8</i>	<i>92.1</i>	<i>90.7</i>	<i>91.1</i>
<i>Year 7</i>	<i>94.6</i>	<i>93.0</i>	<i>93.4</i>	<i>92.8</i>	<i>93.6</i>
<i>Year 8</i>	<i>91.9</i>	<i>99.3</i>	<i>93.7</i>	<i>91.2</i>	<i>91.4</i>
<i>Year 9</i>	<i>92.8</i>	<i>90.3</i>	<i>91.7</i>	<i>90.1</i>	<i>90.0</i>
<i>Year 10</i>	<i>91.6</i>	<i>89.8</i>	<i>91.2</i>	<i>89.6</i>	<i>89.2</i>
<i>Year 11</i>	<i>91.4</i>	<i>89.2</i>	<i>89.8</i>	<i>89.4</i>	<i>91.7</i>
<i>FSM6</i>	<i>88.7</i>	<i>85.4</i>	<i>87.8</i>	<i>85.3</i>	<i>85.9</i>
<i>Non- FSM6</i>	<i>93.8</i>	<i>92.8</i>	<i>93.5</i>	<i>92.6</i>	<i>91.1</i>
<i>Gap</i>	<i>5.1</i>	<i>7.4</i>	<i>5.7</i>	<i>7.3</i>	<i>5.2</i>

The percentage of pupils persistently absent from school for 2023/24 was below national data in all year groups except year 8 where school and national data sat at 25%.



Our most recent GCSE reflect our improvement however, the progress gap between disadvantaged and non-disadvantaged students still exists. Whilst we are aware there will always be disadvantaged within our local community we are

confident that using “the best bets” from evidence which frames our Pupil Premium strategy, will continue our improvement journey in attainment and progress for disadvantaged pupils. Key improvements and the data are listed below:

- An improvement of +0.76 in progress for Disadvantaged pupils
- +6.36 improvement in A8
- 9% increase in English and Maths at grade 4
- 0.7% increase in EBACC average point score, although this is still an area of improvement at 3.5
- +0.38 improvement in SEND P8 and +4.0 in SEND A8
- Girls and boys P8 score improved significantly from 2023 results (+0.73 girls/ +0.81 boys)
- Girls and boys A8 score improved from 2023 results (+4.0 girls/ +5.4 boys) however this is still an area of improvement

	<i>PP School data*</i>	<i>PP School data</i>	<i>PP Local data</i>	<i>PP National data</i>
	<i>2023-204</i>	<i>2022-2023</i>		
<i>Number of pupils</i>	46	59	966	
<i>P8</i>	-0.33	-1.09	-0.92	-0.57
<i>A8</i>	40.26	33.9	32.3	34.9
<i>English and Maths at grade 5+</i>	26%	28%	22%	25%
<i>English and Maths at grade 4+</i>	50%	41%	37%	43%
<i>EBacc average point score</i>	3.5	2.8	2.7	3.0
<i>SEND P8 (all pupils)</i>	-0.33	-0.71	-1.07	-0.62

Girls P8	-0.59	-1.32	-0.92	-0.57
Boys P8	-0.08	-0.89	-0.97	-0.71
SEND A8	37.4	33.4	23.3	28.0
Girls A8	36.9	31.5	34.0	37.4
Boys A8	43.33	36.1	30.6	32.5
*At the time of publishing this document, local or national data was not available.				

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thinking Reading	Thinking Reading
Corrective Reading Comprehension Programme	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.