

St Paul's Academy, Finchale Road, Abbey Wood, SE2 9PX

This statement details our school's use of pupil 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	1115
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	Annual Review
Statement authorised by	S Ward
Pupil premium lead	Ananda Fernando (2023/2024) Bronagh O'Neill (2024/2025)
Governor / Trustee lead	Sarah Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£423,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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>	£423,675

Part A: Pupil premium strategy plan

Statement of intent

The school motto 'You are God's work of art' is at the heart of the mission of adults at St Paul's. The restoration, formation and enhancement of a self belief of 'entitlement' to the very best is reflected in the PP strategies / plans we put in place. The commitment to families expressed through governance and leadership in the school is one that focuses on securing excellent academic outcomes whilst providing formation which skills all students, but particularly those disadvantaged, for life. The Catholic ethos of the school also takes its lead from Catholic Social teaching which expressed a solidarity with the poor which is inspired by the Gospel. The principle of preferential option for the poor should ensure that decisions taken at all levels, allow appropriate mitigation and provision for those who are disadvantaged.

High quality teaching and a rich curriculum is key to the strategy at St Paul's. The structural dismantling of the 2 year KS3, the introduction of CPD Wednesday and the introduction of Music as a weekly curriculum offer are just a few key aspects of this reform. The timetable bears little resemblance to the timetable 2 years ago. The EBACC offer is still strong. Double lessons, stable teaching staff in well resourced rooms and high expectations for engagement and behaviour are securing lasting change in the day to day experience. The engagement in SSAT EFA is a commitment to the transformation of teaching practice to ensure that teachers know what their children know, act early to intervene and raise expectations for long term memory of the curriculum content.

The mental health, social and emotional support resources that we make available are significant and will provide practical support. Five learning mentors, two pastoral managers, Heads of Year supported by Deputy HOY, on site counsellor and multi agency partnerships with Level X, XLP, RBG and many more indicate the dedication we have to support the wellbeing of pupils.

Targeted support for reading and access to language is a key principle of the strategy. Investing heavily in resources which will create a long lasting change to the culture of reading will impact positively on PP students. Targeted intervention through the use of Lexonix and Hackey Lit reading, whole school reading cannon for Year 7-9 and the use of Bedrock Learning (initially for English as a trial and now rolling out across the subject areas) are core structures.

The Academy Personal Development Programme and Careers offer also prioritising support for PP students. Unifrog ensures that all students are supported with a career's programme which keeps perspectives wide.

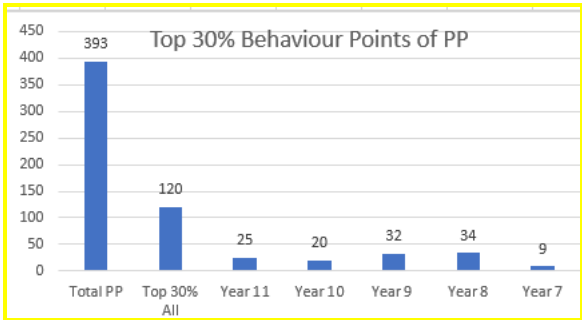
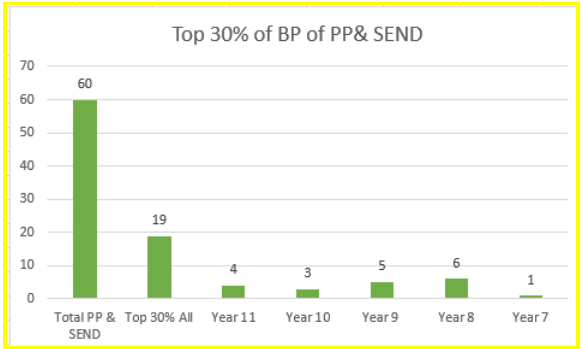
Chaplaincy and Safeguarding work underpins the support for those living in poverty. A deep, well established connection to families is the goal for pastoral work. This allows us to work

alongside them and work through challenges together. Students trust us to help them, that culture is absolutely crucial if we are to hear the voices of the disadvantaged.

Student voice and leadership along with rewards is also a key strategy this academic year and beyond. Young people trained in debate (with targeted work for PP), student leadership roles and a culture of recognition and rewards ensures that school becomes a haven for our young people.

Challenges

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

Challenge number	Detail of challenge																																
1	<p>Observations of data in Summer 2024 -PP students performed better than their non-PP counterparts as a whole (-0.14 P8). PP English saw positive progress (+0.01) and this was helped by the functional skills strategy outlined above. The in school subject variation needs to be reduced so that PP students can be successful across their full range of subjects which will impact significantly on their access to chose POST 16 education.</p>																																
2	<p>Observations (in class and from data) indicate that the barrier which lower than expected reading ages have remains a significant barrier to access to the curriculum.</p>																																
3	<p>Our assessments, observations and day to day experiences of students indicate that they students can carry a significant impact of chronic stress on learning, wellbeing and mental health. The increase in SEMH (combined with PP) increases and the nature of behaviour needs (see second table of the current picture). The gap in Post Pandemic learning and formation of habits (particularly those who are now Year 9) is observable in relationships, behaviour records and working knowledge of students through safeguarding and pastoral work. However the issues are wider.</p> <div data-bbox="360 1043 943 1361">  <table border="1"> <caption>Top 30% Behaviour Points of PP</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Total PP</td> <td>393</td> </tr> <tr> <td>Top 30% All</td> <td>120</td> </tr> <tr> <td>Year 11</td> <td>25</td> </tr> <tr> <td>Year 10</td> <td>20</td> </tr> <tr> <td>Year 9</td> <td>32</td> </tr> <tr> <td>Year 8</td> <td>34</td> </tr> <tr> <td>Year 7</td> <td>9</td> </tr> </tbody> </table> </div> <div data-bbox="360 1373 943 1720">  <table border="1"> <caption>Top 30% of BP of PP& SEND</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Total PP & SEND</td> <td>60</td> </tr> <tr> <td>Top 30% All</td> <td>19</td> </tr> <tr> <td>Year 11</td> <td>4</td> </tr> <tr> <td>Year 10</td> <td>3</td> </tr> <tr> <td>Year 9</td> <td>5</td> </tr> <tr> <td>Year 8</td> <td>6</td> </tr> <tr> <td>Year 7</td> <td>1</td> </tr> </tbody> </table> </div>	Category	Value	Total PP	393	Top 30% All	120	Year 11	25	Year 10	20	Year 9	32	Year 8	34	Year 7	9	Category	Value	Total PP & SEND	60	Top 30% All	19	Year 11	4	Year 10	3	Year 9	5	Year 8	6	Year 7	1
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4	<p>Attendance Data indicates that whilst PP absence rates are lower than the overall cohort, it is still over 8%. There is an observable wider gap for PP male and Female - potentially indicating there may be a more common pattern (which we observe on the ground) which manifests itself with more EBSA for females. This is worthy of further case studies this academic year.</p> <p>This is sometimes accompanied by lateness to school data too.</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>Targeted Academic Support and HQ Teaching</p> <p>Reduce the in school variation between subjects for the outcomes of PP students.</p>	<p>PP Overall in each subject area has little or no variation for P8 (or a replacement metric) for PP students compared to others. The key areas to address are DT, Hospitality and Catering, Drama, Computer Science and Spanish. Reduce the gap by at least half figures in 2024.</p> <table border="1" data-bbox="639 696 1161 1234"> <thead> <tr> <th colspan="4">Closing the GAP Score Card</th> </tr> <tr> <th>Group Analysis</th> <th colspan="3">9-4%</th> </tr> <tr> <th>Subjects</th> <th>PP</th> <th>NON PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>DT</td> <td>0</td> <td>63.16</td> <td>-63.16</td> </tr> <tr> <td>Hospitality & Catering</td> <td>28.57</td> <td>69.23</td> <td>-40.66</td> </tr> <tr> <td>Drama</td> <td>22.22</td> <td>57.14</td> <td>-34.92</td> </tr> <tr> <td>Computer Science</td> <td>36</td> <td>51.95</td> <td>-15.95</td> </tr> <tr> <td>Geography</td> <td>47.62</td> <td>58.18</td> <td>-10.56</td> </tr> <tr> <td>Spanish</td> <td>43.75</td> <td>53.95</td> <td>-10.2</td> </tr> <tr> <td>BTEC Sport</td> <td>33.33</td> <td>38.64</td> <td>-5.31</td> </tr> <tr> <td>BTEC Health and Social Care</td> <td>59.09</td> <td>62.5</td> <td>-3.41</td> </tr> <tr> <td>English Literature</td> <td>68.66</td> <td>72.02</td> <td>-3.36</td> </tr> <tr> <td>Maths</td> <td>58.21</td> <td>61.54</td> <td>-3.33</td> </tr> <tr> <td>Business Studies</td> <td>28.57</td> <td>31.82</td> <td>-3.25</td> </tr> </tbody> </table> <p>PP students have effective support and resources for BTEC qualifications which can secure higher grades and develop skills for life which is evidenced through meeting expected standards, student voice and feedback from staff on assessments leading to significant improvements each cycle.</p> <p>All teachers in subject areas are able to use AFL, effective feedback strategies and targeted intervention to secure better outcomes for PP students to be more in line with non PP.</p>	Closing the GAP Score Card				Group Analysis	9-4%			Subjects	PP	NON PP	GAP	DT	0	63.16	-63.16	Hospitality & Catering	28.57	69.23	-40.66	Drama	22.22	57.14	-34.92	Computer Science	36	51.95	-15.95	Geography	47.62	58.18	-10.56	Spanish	43.75	53.95	-10.2	BTEC Sport	33.33	38.64	-5.31	BTEC Health and Social Care	59.09	62.5	-3.41	English Literature	68.66	72.02	-3.36	Maths	58.21	61.54	-3.33	Business Studies	28.57	31.82	-3.25
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<p>Targeted Academic Support</p> <p>Embedded practice of PP students on reading recovery which leads to rapid improvement and supports reading comprehension at KS3.</p>	<p>All pupil premium students make demonstrable and externally verified progress in reading - towards their expected levels.</p> <p>Pupils access curriculum content through texts/resources and are enabled to access homework because their reading ages support. The sensitivity and skill of staff is increased so that best practice with reciprocal reading practice which supports comprehension is established in all curriculum areas.</p> <p>Activate staff through training and resources to ensure that students can read</p> <p>All adults in the school have keen awareness of the importance of reading and vocabulary. Some teachers take a lead role in mentoring students who have low reading ages.</p>																																																								

	<p>PP Student engagement in Bedrock Learning is used to drive targeted intervention.</p> <p>UPS teachers and volunteer teachers support the Hackney Lit reading programme with individual students.</p> <p>Form time reading cannon which supports an ambitious reciprocal reading programme positively impacts on all learners.</p>
<p>High quality teaching</p> <p><i>CPD leads to teachers delivering lessons which embed formative assessment, support long term and support high standards through self regulation and teacher modelling. The use of data to ensure that impact is measurable is a key feature of leadership of learning.</i></p>	<p>Curriculum mapping and planning ensure that all teachers can enact a curriculum which enables students to know more and remember more.</p> <p>All teachers use AFL which ensures that gaps in learning and misconceptions are addressed immediately/and live.</p> <p>Steplab coaching supports teachers in an individual way to make small incremental but impactful changes to their practice.</p> <p>Developmental Drop Ins (DDIs) established to ensure that teachers are reflective practitioners and that any impact of low quality teaching on PP is addressed in a timely way.</p> <p>Extended leadership Training (Enrichment sessions for middle leaders (pastoral and academic) mean that strategies are data informed leaders and ensure they are empowered to be effective leaders of change. CPD Wednesdays have regular slots for development of and reflection on how to impact positively on Academic achievement of PP.</p> <p>Provide funding for resources in the classroom and platforms that support memory and retention.</p> <p>High expectations regarding exercise books and standards / routines for work.</p>
<p>Targeted Academic Support</p> <p>Increase mentoring and coaching of low attainment/low engagement PP students to ensure that their attendance, ambition and career's aspirations are raised.</p>	<p>Level X established across all Year groups to ensure that soft skills, opportunities and mentoring compensate for low self esteem that can be associated with poverty.</p> <p>Parental engagement and family support for attendance is robust and leads to changes in habits of engagement from families.</p> <p>Teachers assigned some students to mentor with reading and with academic mentoring to support those PP students whose ACEs may pace them at higher risk.</p>
<p>Targeted Academic Support</p> <p>An 'entitlement' model offer for PP students is established which enhances cultural capital.</p>	<p>All clubs and enrichment activities evidence and evaluate impact on PP students.</p> <p>A Cultural Capital strategy is developed as an 'entitlement offer' across the KS3 year groups by 2026.</p> <p>Student voice informs us of the gaps for enrichment and CC trips/experiences.</p>
<p>Targeted Academic Support SEMH</p> <p>support offer is one which is rich, varied and abundant in all areas of pastoral and school life.</p>	<p>All teachers understand the value of the modelled relationships and expectations of all students but particularly PP students.</p> <p>Behaviour Curriculum ensures that the behaviour environment supports learning and access to the curriculum. Disruption or removal from lesson does not impact negatively on attainment and engagement of PP students.</p> <p>Use student voice and surveys on a regular basis to find out more about the needs and experiences of PP students.</p>

	<p>Level X engages with young people living with poverty and strategically involves them in enrichment after school and in the holidays. This gives inside information as to the challenges presented for young people in access to and engagement in education.</p>
<p>Wider Strategies Reduce any additional stress experienced due to resource scarcity/hunger/lack of child care coverage in holidays.</p>	<p>Ensure breakfast for all allows all children breakfast and removes any stigma attached so that it increases PP. Uniform Provision made and 'preloved' uniform culture is developed to support children. Nil recourse families also included in this offer and those where families are close to but not meeting the threshold. An attitude of the whole school is disadvantaged given the local context. Increase the number of families accessing this No PP child does not have access to a tablet or laptop at home and should not have to use a phone for homework. Parental engagement through newsletters, rewards letters and phone calls for check-ins is an established practice. Holiday clubs for sport and arts established in at least 3 half terms and a Summer School.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 250K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consultant Support and SIP Partnerships	Strong Practitioners with clarity about standards and expectations hold leaders to account and embed change. Full reviews and action plans ensure that strategic change is informed with evidence.	1,6
Lead Practitioners and classroom support for TT	Areas where leadership focussed on formation of teachers, improving pastoral and classroom practice ensures a consistency of HIGH standards in key areas addressed.	1,2,5,6,
Behaviour Support	5 Learning Mentors 2 Pastoral managers 1 Seclusion Manager 2 days Counsellor on site (in addition to off site with RBG provision we buy in)	3
UPS teachers and other senior staff as PP Champions	Engaging experienced staff in reading recovery and mentoring ensures that more PP students have access to mentors who monitor and enact the removal of barriers to learning.	1,2,3,5
SSAT EFA Programme over two years programme	https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/funding/	6,3,2,1
Extended Leadership Training Programme	Leadership is second only to teaching and learning for impact on outcomes. The development of middle leadership is key because they are the watchmen. Subsidiarity comes into play here - the granular and local level of provision needs to be overseen by data informed strategy and leadership that has moral purpose to drive it.	1,2,3,4,5,6
Curriculum Consultant Feb 2024-Summer 2024	Shaping a 3 year KS3 curriculum Work over two terms with Subject Leaders about how to design effective and impactful curriculums.	6

Timetable Expert and design work	Timetables and how they structure learning and teaching can hugely transform a school culture and experiences day to day.	4,5,6
Additional Staff assigned to Attendance Strategies	Attendance is a key indicator and predictor of outcomes for academic success. Research indicates PP students are more likely to miss school and therefore lost learning becomes embedded.	1,4

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

Budgeted cost: £ 100K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Level X	Impact measured termly - new programme and kept under review. Targeted and bespoke intervention means that it is tailored and responsive. Tackling wider and deeper issues than school behaviour systems and regular offers can attain. Recommendation from other local secondary school	3,4,5
RAP Meetings	Data focussed interventions for PP after PPEs/Exams with core subjects and other curriculum areas on a weekly basis.	1,2,3
Unifrog	https://edtechimpact.com/review/Y3VzdG9tZXJtdXJ2ZXISZXNwb25zZV91bmlmcm9nX2FuZ2VsYV8yMDIxLExLTE1VDE2OjQ5OjMyWg==/	4,5
Bedrock Learning	https://www.teachwire.net/products/a-consistent-approach-to-vocabulary-teaching-with-instant-feedback-and-easy-to-measure-impact-discover-why-teachers-and-students-love-bedrock-learning/	1,2,3,5
Lexonix reading Programme and training	https://lexonik.co.uk/insights/lexonik-have-been-given-a-glowing-score-card-by-the-national-literacy-trust	1,2,3,5
Reading Books for reading Cannon	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	1,2,3,5

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

Budgeted cost: £ 100K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment: Duke of Edinburgh</i>	https://www.dofe.org/impact-of-the-dofe/ Mentioned in OFSTED Framework Feedback from Students already doing the award Value at Post 16 education	5,3
<i>Free Breakfast (and other food where needed)</i>	Ensure basic needs are met	3,4
Uniform Provision	Ensure basic needs are met	3,4
Ensure IT equipment	Ensure no barriers to accessing Google classroom. This cannot be ad hoc - needs to be strategic and thorough.	3,4
<i>Debate Mate</i>	https://www.probonoeconomics.com/assessing-the-impact-of-the-debate-mate-programmes-on-social-mobility	5,3
<i>Careers and Enrichment Lead and Hub base</i>	https://www.careersandenterprise.co.uk/media/30gdxqu1/bit67-cec-report_v3.pdf https://www.sec-ed.co.uk/content/best-practice/pupil-premium-raising-university-aspirations/ Part of the Gatsby Benchmarks and provision - need to ensure that all PP students access this fully as it is key strategy for Education and employment.	5,36
<i>Resources for Classroom</i>	Gaps in learning through lost books, lack of equipment is addressed through the introduction of folders, kits and revision resources.	1,2,3,4,5,6

Total budgeted cost: £ 450K

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 Public Examination results of Disadvantaged Pupils along with Local and National Figures.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	87	2085	462766
P8 score & CI	-0.55 (-0.86 to -0.23)	0.2	0.16
A8 score	36.6	50.2	50
English & maths at grade 5+	28.7%	56.2%	53.1%
English & maths at grade 4+	41.4%	74.8%	72.7%
EBacc at grade 5+	10.3%	22.7%	21.6%
EBacc at grade 4+	13.8%	32.2%	29.7%
Entering EBacc	40.2%	47.1%	44.7%
EBacc Average Point Score (APS)	3.14	4.52	4.46
In education or employed for 2 terms after KS4 (2022 school leavers)	86%	95%	95%
Exam entries per pupil, all KS4 quals	8.4	7.8	8.2
Exam entries per pupil GCSEs	7	7.4	7.6

- Data shows that the A8 of PP students are marginally lower than the national and local figures with the exception of the Maths element.
- Seven PP students who achieved the lowest negative P8 were either school refusers or whose timetables were reduced to encourage attendance.
- Number of the PP students who either were long term absentees or school refusers had their academic progress disrupted due to Covid -19 in their early stages of GCSEs.
- The Academy conducted two waves of pre public examinations to prepare students for their actual public examinations
- Following these Exams, Question level analysis were carried out to determine the intervention strategies for each department and student groups.

Externally provided programmes

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

Programme	Provider
NTP	Fleet Tutors
GLS Reading Scores Assessment	GL Assessment
White Rose	The White Rose Education
LanguageNut	Global Digital Language learning Platform
Study Skills	Learning Performance
Cognitive Ability Test	GL Assessment

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>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not Applicable

Further information (optional)

<p><i>We are significantly transforming the day to day school culture to ensure that learning and progress is supported by strong positive learning behaviours underpinned by profound care at the hands of staff.</i></p> <p><i>We engage with School Improvement partners and school to school support to ensure that our leaders' skills are enhanced and enriched seeing best practice and developing a mindset of constant improvement.</i></p>
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