



S. Peter's Collegiate School
A Church of England Academy



Pupil Premium Strategy Statement

St. Peter's Collegiate Academy

Pupil premium strategy statement November 2021

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 Peter's Collegiate Academy
Number of pupils in school	1,318
Proportion (%) of pupil premium eligible pupils	332 (25.19%)
Academic year/years that our current pupil premium strategy plan covers	2021, 2022 and 2023
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	J. Arnold Principal
Pupil premium lead	Mrs A. Miles
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 349,030.00
Recovery premium funding allocation this academic year	£ 48,140.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 397,170.00

Part A: Pupil premium strategy plan

Statement of intent

Our Academy seeks to be a worshipping Christian community built on the Golden Rule and we recognise that our mission is to educate the whole person so that each may be enabled to unlock their full God-given potential. We pride ourselves on having high aspirations and expectations of our staff and students so they can be successful in all aspects of their lives – spiritually, academically, in society, and in the world of work
(*St Peter's Collegiate Academy Vision Statement*).

We strive to ensure all of our pupil premium and disadvantaged students receive the opportunities and support necessary to enable them to flourish academically, spiritually and personally.

The following principles underpin our approach to improving the outcomes for our PP students:

- We aspire to provide the highest quality teaching to all of our students
- At all times we will endeavour to identify and understand the attitudes, challenges and barriers that affect the learning of our PP students
- We will use data at all levels to accurately identify individual or group underperformance
- Interventions will be targeted and evidence based
- An annual evaluation of strategies will contribute to an evidence base and an increased understanding of how to support our students effectively

Challenges

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

Challenge number	Detail of challenge																																										
1	<p>Raising the performance of our disadvantaged and PP students Despite prior KS2 attainment being 102 (PP) and 106 (Non-PP), there was a 12.68 Attainment 8 gap between PP (44.68) and Non-PP (57.36) in the 2020 KS4 outcomes.</p> <p>Yr 7 (2021) baseline CATS data indicates a gap between disadvantaged (FSM) students and non-disadvantaged</p> <p>An overall difference in the mean SAS of 3.2 points below national and a gap of 4.4 points within the year group. In addition the largest gaps are seen in the verbal (5.2) and quantitative (6.2) scores.</p> <table border="1"> <thead> <tr> <th></th> <th>No. of students</th> <th>Verbal mean SAS</th> <th>Quantitative mean SAS</th> <th>Non-verbal mean SAS</th> <th>Spatial mean SAS</th> <th>Overall mean SAS</th> </tr> </thead> <tbody> <tr> <td>National average</td> <td>-</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> <tr> <td>All students</td> <td>217</td> <td>100.9</td> <td>101.9</td> <td>100.3</td> <td>97.4</td> <td>100.3</td> </tr> <tr> <td>No</td> <td>164</td> <td>102.0</td> <td>103.3</td> <td>100.8</td> <td>98.1</td> <td>101.2</td> </tr> <tr> <td>Yes</td> <td>52</td> <td>96.8</td> <td>97.1</td> <td>98.1</td> <td>94.6</td> <td>96.8</td> </tr> <tr> <td>Unspecified</td> <td>1</td> <td>139.0</td> <td>119.0</td> <td>141.0</td> <td>131.0</td> <td>133.0</td> </tr> </tbody> </table>		No. of students	Verbal mean SAS	Quantitative mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS	National average	-	100.0	100.0	100.0	100.0	100.0	All students	217	100.9	101.9	100.3	97.4	100.3	No	164	102.0	103.3	100.8	98.1	101.2	Yes	52	96.8	97.1	98.1	94.6	96.8	Unspecified	1	139.0	119.0	141.0	131.0	133.0
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2	<p>Progress of Sub-Groups</p> <p>Analysis of data shows varying levels of progress and attainment for different subgroups of students. Differences are seen by gender, ethnicity, age and prior attainment.</p>
3	<p>Attitudes to Learning</p> <p>Analysis of behaviour and achievement data, observed behaviours and discussions with staff indicate that the forming and maintaining of good routines in lessons and around school is a challenge for many of our PP students. Evidence suggests the participation levels of PP students in the enrichment programme and wider educational opportunities are lower than non PP students.</p>
4	<p>PP attendance</p> <p>Whilst attendance of PP students is good and above the national averages we will develop systems to monitor attendance and punctuality closely to enable us to intervene quickly should rates begin to fall. During the academic year 2020/21, attendance of PP students was significantly above the national average between 5 – 20%. This was also true of non-PP but not by the same magnitude.</p>
5	<p>Destinations</p> <p>Destination measures and attitudes to learning for the Academy are strong with 95% of students remaining in education for two terms or more after KS4 (2019 leavers). This compares very favourably with the LEA figure of 88% and a national figure of 87%. The Academy has seen an increase in the number of PP students and we will closely monitor the careers plan, recruitment to sixth form and support given to students in Yr 11 to ensure our students continue to secure appropriate places to continue their education or begin employment.</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
Improve the progress of PP students from their starting points at KS2	<ul style="list-style-type: none"> The progress of PP students is in line with or above national levels The gap between PP and non PP students within the Academy has reduced
All teaching is consistently excellent	<ul style="list-style-type: none"> Triangulation of evidence (Pupil Voice, Work Scrutinies, Lesson Observations) indicate that all teaching is excellent and consistent Where this is not the case there will be evidence of intervention, action and support leading to improvement
All staff are aware of the challenges faced by PP students and are engaged in delivering strategies to	<ul style="list-style-type: none"> PP related performance management target for all staff PP is a standing agenda item in department and line management meetings

support the progress of all groups of students	<ul style="list-style-type: none"> ● Evidence will show the monitoring of data by HODs through Line management and Intervention meetings ● Lesson observations evidence focus on PP strategies ● INSET records and other documentation (LM meetings, dept meetings, school visits, SDP, SEF) evidence the awareness of PP challenges
Intervention system in place that quickly identifies and acts on student performance data	<ul style="list-style-type: none"> ● Tiered intervention system in place ● Evidence of actions from intervention meetings ● Pastoral and academic leaders working collaboratively and responding to shared data ● Evidence of the implementation and impact of short, evidenced interventions
Strategic use of standardised assessments to set baselines and measure progress of PP students	<ul style="list-style-type: none"> ● GL assessments used at key points to support identification of student needs ● Accelerated reader used strategically with identified groups
All students at end of KS4 & 5 progress to further education, employment or apprenticeships	<ul style="list-style-type: none"> ● 0% NEET students at the end of KS4 ● Monitoring of Careers Programme evidences participation and engagement of PP students in careers activities ● Careers programme incorporates actions to address needs of PP students
Increased engagement of PP students in Enrichment programme	<ul style="list-style-type: none"> ● Participation data from Evolve demonstrates an increased rate of participation of PP students
High levels of attendance of PP students are maintained	<ul style="list-style-type: none"> ● Regular attendance reports for PP students shared with pastoral and academic staff ● Attendance data included and Sisra Analytics and used to inform intervention meetings
Students develop good routines and good attitudes to their learning.	<ul style="list-style-type: none"> ● Reduction in the number of behaviour points awarded to PP students ● Evidence of the successful implementation and impact of behaviour interventions

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: £207,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT Raising Standards role created to lead on intervention for PP students.	[Good schools] ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils The Pupil Premium - How schools are spending the funding	1,2,3,4,5
Ensure that all relevant processes are focussed on employing and developing staff to deliver the highest quality teaching. <ul style="list-style-type: none"> Recruitment & Retention Performance Management Internal and external CPD and accredited programmes (NPQ) Middle Leader Development Learning from best practice - visits to other schools both within and beyond the trust 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4,5
Whole school performance management target focussed on supporting the progress of PP students.	Click here for further evidence	1,2,3,4,5
Review and plan more strategic and effective use of GSL Assessment Package. Staff training to ensure effective analysis of data and action planning.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of individual students Click here for further evidence	
Triangulate evidence from work scrutinies, lesson observations and pupil voice to ensure the effectiveness and consistency of feedback across the curriculum.	EEF High Impact Strategy +6 months. Click here for further evidence	1,2
Improve levels of literacy of disadvantaged students	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an	1,2

<ul style="list-style-type: none"> • Member of SLT leading on whole school literacy • Accelerated reading programme used to baseline assess Yr 7 students. • Impact measured at end of Yr 7 with further targeted intervention in Yr 8 and 9 • Member of staff in place to run the Accelerated Reader Programme. • Toe-by-toe program used where pupils are identified as needing 1-2-1 support when joining St Peter's. Phonics trained TA to deliver and monitor the program. • HODs and teaching staff to ensure students have regular access to high quality academic reading relevant to subject disciplines. • Subjects provide reading lists linked to curriculum journeys to support pupil engagement with wider reading across the curriculum. 	<p>important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Click here for further evidence</p> <p>Accelerated Reader produces “particularly positive effects” of up to + 5 months according to an independent study by the Education Endowment Foundation (EEF) and Durham University.</p> <p>Click here for further evidence</p>	
<p>Timetable and Setting optimised to ensure appropriate class sizes, staff are deployed strategically and setting processes do not disadvantage PP students.</p> <ul style="list-style-type: none"> • Nova T Timetable training for relevant staff • Analysis of setting and distribution of PP students 	<p>EEF states that setting or streaming is a low cost and low impact strategy and the evidence base is limited</p> <p>Click here for further evidence</p>	1,2
<p>Additional staffing used to support PP students: SENDCO & TA support</p>	<p>Click here for further evidence</p>	1,2

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

Budgeted cost: £106,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New Leadership Role created to develop appropriate behaviours for learning.</p> <p>Develop further the use of the Hub room.</p>	<p>EEF behaviour Interventions +4 months.</p> <p>Click here for further evidence</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils'</p>	3,4

New member of staff in place to deliver interventions to support the social, emotional and behavioural needs of identified students	decision-making skills, interaction with others and their self-management of emotions. Click here for further evidence	
Targeted support for PP students through the DFE sponsored National Tutoring Programme. Identified groups of PP students will receive 1:1 or small group tutoring to address the impact of the COVID-19 pandemic	EEF + 4 months Click here for further evidence	1,2,3,4,5
Tiered Intervention Programme developed to address needs of PP students e.g. pastoral need, attendance, behaviour, academic, handwriting, reading, spelling etc... Establish structure for delivery and accountability of Intervention Programme across the Academy. <ul style="list-style-type: none"> Develop the use of Sistra Analytics and Class Charts to identify underperformance Regular PAW/Intervention meetings with relevant staff to identify and implement interventions 	EEF + 4 months Click here for further evidence	1,2,3,4,5
Remodel Yr 11 Target Setting Day to focus on PP students and include more frequent meetings with tutor and peer mentors.	EEF + 2 months The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.	1,2,3,5
Develop the use of GCSE POD across the Academy. Monitor its use with PP students and evaluate its impact..	Click here for further evidence	1,2

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

Budgeted cost: £83,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor and Increase parental engagement. HOYs and Form Tutors to contact parents to encourage attendance at Parents Evening and other key events. Dedicated member of staff to monitor attendance of students. Attendance data reported to HOYs every four weeks with a separate report on PP	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher	1,2,3,4

attendance. Any emerging trends identified quickly and acted upon..	impacts for pupils with low prior attainment. Click here for further evidence	
Supervised after school homework sessions. Monday until 4pm. Tuesday- Friday until 5pm. Available to all Year Groups. Registers of students will be kept and monitored to identify PP student attendance.	EEF Extending School Time +3 months Click here for further evidence	1,2,3,4
PP students will be supported financially to ensure, where required, that they have access to materials and access to activities including: specialist IT equipment, personal textbooks, revision materials, calculators, PE kit, uniform, food technology equipment and ingredients, school visits, lockers and any other appropriate activities or resources..		1,2,3,4,5
Review the Careers Programme to assess the progress made towards the Gatsby benchmarks and ensure it addresses the needs of PP students.	A four-year evaluation by the University of Derby published in 2021.	5
Encourage and support PP students to participate in the Academy Enrichment Programme Use Evolve information to track participation trends for PP and Non PP students.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. There is a small positive impact of physical activity on academic attainment (+1 month). https://educationendowmentfoundation.org.uk/	3,4,5

Total budgeted cost: £397,170

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.

Attendance

- During last academic year PP pupils' attendance was broadly in-line with non-PP at c.94%.
- A small minority of pupils returned to the academy following closure after a few additional days of absence. This differed to non-PP.
- PP attendance at the academy was significantly above the national average between 5 – 20% over the entire academic year.
- The pastoral team including form tutors, heads of year and associate staff conducted regular wellbeing checks during periods of remote learning.
- PP were able to attend the academy at all times to ensure they engaged with remote learning.
- Where attendance was not possible i.e. self-isolation pupils were able to access learning materials via Google classroom. Reducing the effects of absence.

Curriculum entries

- Entries for PP pupils in 2018 (9.4), 2019 (8.1), 2020 (9.0) and 2021 (9.3). PP access a broad and balanced curriculum with all A8 'buckets' being filled except in one pupil's exceptional circumstance.
- GCSE only entry was 8.4 subjects per pupil (44 pupils). PP pupils on average select one non-GCSE for study.
- Number of PP pupils (14, 31.8%) entered for separate science is 7.4% above the collaboration data for all pupils.
- 52.3% of all PP (Y11) were entered into the EBacc last year.

English

- Attainment 8 in English (best) has increased from 2019 (3.9) to 4.7 in 2020. In 2021 it fell slightly to 4.48.
- 68.2% of PP pupils attained a grade 4+ in English with 40.9% attaining grade 5+ in either language or literature.
- For PP pupils a greater proportion attained higher grades in literature opposed to language.

Maths

- 70.5% of PP pupils attained grade 4+ with 47.7% attaining grade 5+.
- 88.9% of PP pupils with SEN attained grade 4+ in maths, with 77.8% attaining grade 5+.
- 15.9% of PP pupils attained grade 7+ in maths.

All subjects

- In 2019 pupils attained an Attainment 8 score of 3.99 against a like-for-like comparison of 3.67. While this compares favourably against the National average it is one grade per subject lower (5.03).
- In 2020 the Attainment 8 score for PP increased to 4.4, and in 2021 it was 4.47. The SISRA Analytics collaboration data for 2021 indicates that the average grade also increased over these two years to 5.11. Relatively the PP attainment gap between PP pupils at the Academy and the 'National average' reduced.
- PP pupils access a full curriculum including BTEC, non-GCSE and VCERT.
- In non-GCSE subjects L2 pass rate is 76% with a quarter of all grade merit+.

EBacc

- In 2021 52.3% of PP pupils were entered for the EBacc. This proportion has been consistent for 2019 – 2020 and is +9% compared to the national average for non-disadvantaged pupils.
- St Peter’s Collegiate Academy is ambitious for pupils allowing them to access the full curriculum.
- PP pupils attained an average grade of 4.40 in the two science elements, 2.07 in languages and 3.82 in humanities.
- Pass rates at grade 4+ were highest in science (61.4%) and lowest in humanities (45.5%). This was also true at grade 5+.

% 5+ GCSEs inc English & Maths

- 54.5% achieved five grade 4+ including English and maths
- 29.5% achieved five grade 5+ including English and maths
- For PP pupils those achieving a grade 4+ or 5+ in English or maths and not in the other is comparable with lower numbers than those not achieving in either.

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
Risk Protection Arrangement	DfE

Service pupil premium funding (optional)

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)

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