



Written by:	Mr Morris
Date:	30 th September 2024
Checked by:	Mr Clinton
Date:	7 th October 2024
Approved by:	Governors
Date:	23 rd October 2024
Next Review date:	Autumn 2025

This policy and all school policies can be found on our website:
<https://www.ilsley.bham.sch.uk/key-information/policies/>

Pupil Premium Strategy 2024/2025



All MAC policies can be found on the MAC website:
<https://saintteresaofcalcutta.org.uk/about-us/policies/>

Pupil premium strategy statement for Archbishop Ilsley Catholic School 2024/2025

This statement 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	Archbishop Ilsley Catholic School
Number of pupils in school	1050
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	30 th September 2024
Date on which it will be reviewed	7 th October 2024
Statement authorised by	Mr Clinton
Pupil premium lead	Mr Morris
Governor lead	Ms Lally

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£514,500
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	£514,500

Breakdown of disadvantage per year group

Year	Total	PP	PP%
7	205	117	57
8	209	153	73
9	218	156	72
10	209	146	70
11	209	103	49
Total	1050	675	64

Part A: Pupil premium strategy plan

Statement of intent

Research shows that pupils who come from disadvantaged backgrounds often do not attain as well as their peers and they often face extra challenges. As a Catholic School, everything we do has faith as its foundation; in the book of Genesis it says, “The Lord, before whom I walk, will send his angel with you and make your way successful” and this sums up our vision for our disadvantaged pupils: we want every pupil at Archbishop Ilsley Catholic School to be successful, no matter their background or financial situation. Our aim is to expose our pupils to as many opportunities as possible, ensure they receive excellent teaching from inspirational teachers and imbue a ‘can do’ attitude. Any financial barriers that exist should be alleviated by the premium; pupils who receive it should have the same opportunities as their peers

Aims

As recommended by the Educational Endowment Foundation (EEF), we will employ a three tiered approach:

- 1) Ensure we have quality first teaching within the classroom, where teaching is built around very high expectations for all and positive relationships are formed between pupil and teacher. We deliver a knowledge rich curriculum and use a series of strategies to teach and embed these, using evidence based research.
- 2) Ensure we have targeted academic support, which will take place through revision sessions, Saturday school and structured intervention.
- 3) Employ wider strategies - focus on careers, providing equipment and resources and well-being. As well extra-curricular activities, monitor attendance and raise the cultural capital and aspirations of our Pupil Premium students.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of some PP children
2	Attendance
3	Culture of reading
4	Increasing engagement with parents
5	Mental wellbeing
6	Widening aspirations (including increasing cultural capital)
7	Widening destinations for PP pupils
8	Mitigating poverty

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 outcomes	Success criteria
Increase progress and attainment of PP pupils	A8 and P8 compared to cohort and national average
Improved attendance for PP pupils	PP attendance is in line with national attendance for all pupils
PP pupils have successful transitions from KS2 and post KS4	NFER testing shows continued progress from KS2. No NEETS
PP pupils are clear about the range of destinations post KS4	No NEETS
PP pupils are at least functional in terms of numeracy and literacy	Pupils achieve a strong pass in both English and Maths
PP pupils have equitable access to experiences designed to increase cultural capital	The % of pupils attending clubs and taking part in educational visits is the same as the whole school %
PP pupils are well resourced	IT and revision provision

Activity in this academic year

For the purpose of costing, when identifying those associated with salaries in some cases a % of the cost has been identified. This proportion represents the amount of their work is directly connected with PP pupils.

Focus	Total cost	Cost per pupil
Quality first teaching	£88,790	£131.54
Targeted academic support	£107,489.00	£163.11
Wider strategies	£355,969.00	£540.17
Total spend	£558,448.00	

PUPIL PREMIUM STATEMENT	£514,500
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Variance	-43,948
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Quality First Teaching

COST ITEM	Challenge(s)	ANNUAL COST	Evidence to support this focus	Cost per pupil
NATIONAL COLLEGE SUBSCRIPTION	1,	£1,790.00	The EEF, Lemov and Rosenshine	£2.89
SLT LEADERSHIP TEACHING AND LEARNING	1,3,	£84,500.00	Rowland and Blandford	£136.29
CPD STAFF TRAINING & DEVELOPMENT 50%	1,2,3	£2,500.00	The EEF, Lemov, Sherrington and Rosenshine	£4.03
		£88,790		£153.21

Specific Teaching and Assessment strategies (All financial support for these comes from funding allocation described above)

ACTION	PRINCIPLE
Sequenced curriculum	The curriculum contains curated and well sequenced knowledge that allows pupils to develop conceptual understanding. It also allows pupils to apply knowledge previously learnt in new and sometimes unfamiliar contexts. Knowledge is not left behind, it is revisited throughout all key stages. The curriculum assumes nothing in terms of prior knowledge. The content that is taught is well considered. It is based upon the principle of which knowledge yields the greatest cognitive benefit (Gateway knowledge/concepts)
Clear and well defined learning intentions	Objectives and outcomes are precise and accurately define mastery. They form the basis of planning in both the short and long term. The “To be able” is not tied to specific knowledge but to conceptual understanding.
Clear and well defined stages of learning with focussed activities	Learning sequences are clearly planned using the stages of learning model. Teacher explanations are precise and frequently reframed. Frequent opportunities are given to students in class to demonstrate their understanding and for teachers to assess and intervene if necessary.
Scaffolded activities that allows all students to achieve well	Teachers define learning clearly. They model how problems are tackled. Their thinking is made explicit during the process. Instructions are given in small steps that allows all to manage the task.
Seating plans that support learning	Seating plans have a clear rational. They are based on learning need. They may be fluid and reflect the activities being undertaken in the classroom
Learning activities that allow all students to demonstrate their knowledge and understanding	Teachers design activities that are clearly linked to the learning objectives and outcome. The best activities allow teachers to very quickly ascertain the level of competence of individuals within the class
There is a clear assessment pathway within subject areas	Departments have defined what subject expertise and mastery looks like at key points in the learning journey. These precisely describe the knowledge and conceptual understanding necessary. These form the DNA of the subject, the lens through which experts in specific disciplines view knowledge. They define learning and assessment
Assessment is timely and varied	Teachers and departments deploy a range of assessment strategies. From small feedback loop strategies in lessons through specifically designed and timed staging points to more formal high stakes testing
All assessment is purposeful	All assessment is decision driven and formative. Teachers and subject leaders are clear about the purpose of the assessment and when this information should be gathered. Learners are provided with accurate feedback that enables them to further develop expertise in the subject. Assessment information informs future teaching and curriculum planning. This could mean re-teaching topic areas and planning in further stage points to establish if gaps have been closed.

All assessment is equitable	All assessments are equitable. Similar students sit the test in the same conditions. Specific groups, for example SEND, have required access arrangements
Assessment is moderated to highlight areas for development and possible underperformance of sub groups	Assessments are frequently monitored to ensure the consistency of marking and QA the assessment. Departments may identify questions that whole cohorts, or specific groups, struggled to answer and act on this information.

Targeted Academic Support

COST ITEM	Challenge	ANNUAL COST	Evidence to support this focus	Cost per pupil
Lexia/ GL reading tests	1,3,6	£17,748.00	The EEF, Lemov and Rosenshine	£28.63
EARLY INTEVENTION SALARY COSTS	1,3	£42,441.00	EEF	£68.45
NFER/GL EDUCATION MATHS & ENGLISH ASSESMENTS	1,4	£5,800.00	EEF	£9.35
COST ITEM	Challenge	ANNUAL COST	Evidence to support this focus	Cost per pupil
PERIOD 6 TUITION	1,8	£20,000.00	The EEF, Lemov, and Rosenshine	£32.26
HALF TERM & EASTER REVISION SESSIONS	1	£10,000.00	The EEF, Lemov, and Rosenshine	£16.13
GCSE IPOD	1	£5,000.00	EEF	£8.06
Maths Subscriptions (Maths Box, Maths Watch, Mathletics, Just Maths)	1	£2,500.00	EEF	£4.03
BROMCOM (Assesment, Parental Engagement) 50%	2,4	£9,000.00	EEF	£14.52
£112,489.00				£181.43

Wider Strategies

COST ITEM	Challenge	ANNUAL COST	Evidence to support this focus	Cost per pupil
MENTORING	1,2,4,5	£43,755.00	The EEF, the Sutton Trust, Rowland and Blandford	£70.57
Careers guidance	6,7	£15,145.00	The EEF, the Sutton Trust, Rowland and Blandford	£24.43
SALARIES CONNECTED TO ATTENDANCE SUPPORT	2	£49,208.00	EEF	£79.37
PASTORAL FAMILY SUPPORT SALARIES	2,4,5,8	£26,927.00	The EEF, the Sutton Trust, Rowland and Blandford	£43.43
SLT LEADERSHIP PASTORAL AND SAFEGUARDING	2,4,5,8	£138,000.00	The EEF, the Sutton Trust, Rowland and Blandford	£222.58
PASTORAL/INTERVENTION	2,4,5,8	£58,075.00	The EEF, the Sutton Trust, Rowland and Blandford	£93.67
IRIS ALL PRODUCTS AND TEXT MESSAGING INC	1,2,4	£12,395.00	The EEF, the Sutton Trust, Rowland and Blandford	£19.99
CLASS CHARTS	2,4,	£4,963.00	The EEF, the Sutton Trust, Rowland and Blandford	£8.00
SCHOOL CLOUD (Parental Enagagement - Parents Evening Licence)	4	£1,341.00	The EEF, the Sutton Trust, Rowland and Blandford	£2.16
PERI MUSIC TUTION PP STUDENTS SCHOOL SUPPORT	1,6	£7,000.00	The EEF, the Sutton Trust, Rowland and Blandford	£11.29
COST ITEM	Challenge	ANNUAL COST	Evidence to support this focus	Cost per pupil
CATERING PROVIDING FREE FOOD/DISCOUNTED FOOD	8	£5,000.00	The EEF, the Sutton Trust, Rowland and Blandford	£8.06
EDUCATION TRIPS PP SUBSIDY	6,8	£5,000.00	The EEF, the Sutton Trust, Rowland and Blandford	£8.06
SUBSIDY UNIFORM	8	£4,000.00	The EEF, the Sutton Trust, Rowland and Blandford	£6.45
PUPIL CURRICULUM EQUIPMENT	8	£4,000.00	The EEF, the Sutton Trust, Rowland and Blandford	£6.45
SUBSIDY TRANSPORT TO SCHOOL (BUS PASSES FOR PUPILS)	8	£2,000.00	The EEF, the Sutton Trust, Rowland and Blandford	£3.23
EXTERNAL PROVIDERS	1,6,7	£3,000.00	The EEF, the Sutton Trust, Rowland and Blandford	£4.84
Toot Toot (Safeguarding Platform)	4,5	£500.00	The EEF, the Sutton Trust, Rowland and Blandford	£0.81
External Providers (Motivational Speakers/Assemblies etc)	6,7	£2,000.00	EEF	£3.23
Carl Chinn Brilliant Birmingham	6,7	£1,400.00	The EEF, the Sutton Trust, Rowland and Blandford	£2.26
£383,709.00				£618.88

Impact of our strategy over the last three years:

Year	PP outcomes	Non PP outcomes	Difference
2023/2024	P8 = -0.33	P8 = - 0.05	=0.28
2022/2023	P8 = -0.31	P8 = 0.15	=0.45
2021/2022	P8 = -0.44	P8 = -0.11	=0.33

Although the gap between PP and non PP pupils has widened, outcomes for PP students have improved.

Attendance continues to be a significant barrier, as outlined on page 4 and we have put in a raft of strategies to support these vulnerable to persistent absence.

However, put simply, if disadvantaged pupils have good attendance, they experience a high quality education and achieve well.

P8 for those with over 90% attendance (126 pupils) +0.15,

For PP it was a P8 of +0.27.

Those pupils with attendance over 93% did even better.

The 98 pupils that had good attendance, their P8 was +0.23.

Pupil premium students achieved a P8 score of +0.48.

Mr Ciaran Clinton
Headteacher

Ms C Francis
Chair of Governors