

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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 Ambrose College
Number of students in school	807 (Y7-11)
Proportion (%) of pupil premium eligible students	8.9% (Y7-Y11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24- 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Patrick Groves Vice Principal
Pupil premium lead	Charlotte Robinson
Governor / Trustee lead	Dr Richard Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,820
Recovery premium funding allocation this academic year	£15,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,540.80
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	£70,540.80

Part A: Pupil premium strategy plan

Statement of intent

It is our mission to develop Pupil Premium (PP) students into effective and independent learners so that they can use their talents to achieve the highest standards expected of all students at St Ambrose College, irrespective of their background or challenges they face. The focus of our Pupil Premium strategy is to support disadvantaged students to achieve that goal. In order to do this, this statement will outline the challenges faced by our disadvantaged students and the strategies implemented to support their needs.

At St Ambrose College, we encourage all students to strive for excellence both inside and outside the classroom. A focus for all staff at the college is centred around 'concern for the whole person', which is why this is at the heart of our approach when supporting our disadvantaged students. Ensuring our disadvantaged students have access to all the same opportunities and enrichment activities as their peers is a key priority. Alongside quality-first teaching, which is proven to have the greatest impact on progress for disadvantaged students, the intended outcome is that all students continue to make more than expected progress in comparison to non-PP students.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can continue to achieve
- Ensure our disadvantaged students have access to extracurricular experiences that will help to broaden and add to their cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged students come from across Greater Manchester, meaning they must leave early in the morning to get to school, and don't get home until later in the evening. The most notable impact this has, has been their ability to access extracurricular opportunities.
2	PP families are less likely to be able to afford costs associated with the extracurricular/enrichment activities, and increased rewards opportunities (introduced in 2022-2023) available to our students. Research supports the importance of enrichment on progress and confidence (Willingham, 2009)
3	Continual increasing number of PP students attending the school means more individual needs and challenges that need to be understood and met, and increasing challenges to ensure all students receive the support they need.
4	Continued impact of the Covid pandemic. Education Endowment Foundation (EEF) (2020) discovered that PP students could have fallen behind by two months during the pandemic. The Education Policy Institute (2020) states that some PP students can be as far as 18 months behind their more advantaged peers by Year 11. A very small minority of our PP students are behind their progress level pre-pandemic. However, figures show that they are still achieving highly in comparison to non-PP Grammar School Students
5	Our assessments at the end of year 10 show a slight attainment gap for our current year 11 students, which is also reflected in their GCSE projected grades. This is particularly evident in Music, MFL and Drama. Also, low levels of PP students qualifying for EBACC.
6	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.

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>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects (where appropriate).</p>	<p>By the end of our current plan in 2024/25 to have increased the number of disadvantaged students entering the English Baccalaureate (EBacc). We have changed our MFL curriculum at Key Stage 3 in order to help achieve this. In 21/22 this figure was just 2 students (for strong pass), and 3 in 22/23.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> - A positive P8 - A higher P8 than non-PP students across the rest of the country
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Reduction in the number of PP students needing intervention throughout the year.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations. - participation in enrichment activities among disadvantaged students.
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>PP attendance levels to match the schools target of 98%.</p>
<p>Disadvantaged students access opportunities beyond the curriculum to support their learning and personal development.</p>	<p>Attendance of PP students at clubs/trips/enrichment activities matches that of their disadvantaged peers. No</p>

	disadvantaged students will miss out on activities due to financial constraints.
Staff to have received relevant CPD to ensure quality first teaching, which is one of the best methods in improving the outcomes for pupil premium students.	Regular CPD sessions throughout the school year on general teaching and learning strategies. Specific PP CPD sessions for all staff Feedback from evaluation forms

Activity in this academic year (2022-2023)

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: £ 1,723.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Payment of Vocab Express (Spanish)	The EEF has commissioned a rapid evidence assessment (REA) focusing on the evidence on the effects of Modern Foreign Languages (MFL) instruction on wider academic outcomes. The report links learning of a foreign language to improved metacognitive skills, an area in which disadvantaged students are behind their peers (EEF report). The report also outlines the benefits of technology in students understanding and progression in languages.	5
<p>Whole school improvement strategy shows PP as a target group.</p> <p>Focussed T&L sessions to develop quality first teaching.</p> <p>Agreed whole school approach for PP is now printed into staff planners.</p>	EEF - Poor teaching has a greater impact upon pupil premium students, so the school will ensure all teaching remains at a high standard- Quality first teaching approach, through T&L CPD sessions, sharing good practice amongst staff and Quality Assurance.	4, 5, 6
<p>Use of class charts to allow students to easily track their homework, and to ensure all staff are providing homework in line with school policy.</p> <p>Teaching and learning focus group on homework.</p>	EEF toolkit- homework This evidence shows that providing quality homework pieces, supported by effective feedback, as an average impact of 5 additional months' progress.	4, 5, 6

<p>ECT and new staff specific sessions on PP approaches</p>	<p>Nationally, biggest gap between disadvantaged students and their peers in a decade, gap between north and south increasing, gap between girls and boys increasing, cost of living crisis pushing more families into poverty mean importance of understanding challenges faced by PP students is more important than ever. Highlighting this to ECTs is extremely important.</p> <p>For new staff, important for them to understand the specific challenges at this school, and understand the whole school approach so they too can successfully implement it in their classroom.</p>	<p>3, 4</p>
<p>English interventions in year 7 by HoD</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions. EEF reading comprehension strategies.</p>	<p>4, 5, 6</p>
<p>QA by PP coordinator to ensure staff are aware of who their PP students are implementing strategies to support them. Ensure consistency across the school.</p>	<p>Consistent approaches across schools leads to improved outcomes for all students.</p> <p>EEF - Poor teaching has a greater impact upon pupil premium students, so the school will ensure all teaching remains at a high standard- Quality first teaching approach, through T&L CPD sessions, sharing good practice amongst staff and Quality Assurance.</p>	<p>3, 4</p>
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months, Assessment for learning / feedback + 6 Months</p>	<p>4, 5, 6</p>
<p>CPD and T&L briefings implemented to develop consistent high-quality behaviour for learning techniques in all lesson.</p>	<p>CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective</p>	<p>3, 4, 5, 6</p>

	behavioural management strategies 1,4, have a benefit of significant improvement in learning i.e. +4 Months to learning.	
Regular assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e. +7 months impact.	3, 4, 5, 6
QA led by teaching and learning Team, SLT and HoDs to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	3, 4, 5, 6

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

Budgeted cost: £ 4,316.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Academic Mentor and PP coordinator in the identification of PP students not making expected progress across all years: -CATS data year 7 -SISRA data analysis for other year groups.	The OECD's Deputy Director for Education research into Pupil Premium spending discovered that spending on education support staff was found to positively affect the attainment of Pupil Premium students. He summarised that a £1,000 increase in spending on education support staff can increase PP scores by 7%. Furthermore, a number of other studies have consistently found that additional spending on Pupil Premium students can improve	4, 5, 6

	attainment by 0.289 standard deviations (just over a term's progress) compared to 0.222 standard deviations for non-PP students.	
<p>English and Mathematics interventions in KS3 with small group support groups.</p> <p>Academic Mentor and PP coordinator to organise sixth-form mentors during tutor time for GCSE students.</p> <p>One-to-one support sessions with staff to help GCSE students with tracking their progress and helping identifying how to improve.</p>	<p>EEF teaching and learning toolkit also lists peer mentoring, and development of metacognitive strategies as 2 of the most effective strategies when supporting disadvantaged students</p> <p>Sessions for students with staff to help with development of metacognitive strategies: EEF toolkit- metacognition and self-regulation- This toolkit evidences that teaching metacognitive and self-regulation strategies to students can be an inexpensive method to help students become more independent learners. This evidence shows that high quality feedback can have an average impact of 7 additional months' progress.</p>	3, 4, 5, 6
<p>Achievement Mentor, Behaviour Mentor and heads of year to help PP coordinator track and identify students of concern and help to coordinate any necessary interventions.</p>	<p>The OECD's Deputy Director for Education research into Pupil Premium spending discovered that spending on education support staff was found to positively affect the attainment of Pupil Premium students. He surmised that a £1,000 increase in spending on education support staff can increase PP scores by 7%. Furthermore, a number of other studies have consistently found that additional spending on Pupil Premium students can improve attainment by 0.289 standard deviations (just over a term's progress) compared to 0.222 standard deviations for non-PP students.</p>	3, 4, 5, 6
<p>Increased 1:1 career adviser Interviews</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	2, 5, 6
<p>Small group tuition using National Tutor Programme</p>	<p>EF Toolkit (Education Endowment Foundation, 2021) suggests that small</p>	3, 4, 5, 6

	group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months.	
Monitoring attendance of PP students for GCSE revision sessions after school.	EEF Toolkit – extending the school day - +3 months impact	3, 4, 5, 6
N-gage	Some of the students with the most negative behaviour points are pupil premium and refuse to engage with the counselling provisions the school offers. N-gage is a charity that gives young people at risk of educational or social exclusion opportunities and skills to achieve their full potential. The programme provides highly successful, flexible and targeted approaches to anti-social behaviour and educational exclusion	3, 6
CREST award	STEM award/project targeted at PP eligible students in order to help engage them in learning and develop metacognitive/self-regulation skills	6

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

Budgeted cost: £ 13,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of PP profiles, identify individual barriers to learning for our students.	In order to deliver quality first teaching, the EEF highlights the importance for teachers should be mindful of the differing needs of their classes and the students in them. Having PP profiles will be an easy way for all staff to be aware of the barriers for our PP students.	3, 4, 5, 6
Pupil premium coordinator to monitor behaviour, and continue to compare behaviour	Mocan (2002), show that poor behaviour and attainment levels are inextricably linked with a negative correlation. A study performed by the	3, 4, 5, 6

<p>data (e.g. house points, sanctions) between PP & Non-PP.</p>	<p>Institute for Fiscal Studies suggests that the socio-economic gap in attainment may be reduced by improving attitudes and behaviours amongst Pupil Premium children. They hypothesised that improving a Pupil Premium child's behaviour and attitude could result in a 25% reduction in the GCSE attainment gap.</p> <p>The DfE revealed that students known to be eligible for and claiming free school meals (FSM) had a permanent exclusion rate of 0.28 per cent and fixed period exclusion rate of 12.54 per cent - around four times higher than those who are not eligible (0.07 and 3.50 per cent respectively). They summarised that any form of suspension means that a PP student is missing vital learning time and therefore is negatively impacting on his attainment.</p>	
<p>PP coordinator to have One-to-one behavioural and attainment meetings and weekly behavioural meetings with challenging students.</p>	<p>Tucker (2013), performed a study on how best to support students who are considered to be in danger of temporary or permanent suspension from secondary school. After using primary research data, he concluded that secondary school managers and behaviour support staff need to adopt comprehensive and appropriately resourced pastoral care policies and practices that have the capacity to both formally and informally respond to the needs of vulnerable young people at risk of being excluded from school. Our Pupil Premium boys go through the same formal procedures for accumulating negative sanctions that all of our students do i.e., reports etc. However, these one-to-one behavioural meetings also allow us to provide the informal behavioural provisions that are necessary for maintaining good behaviour.</p> <p>EEF 'Improving behaviour in schools' indicates the importance of knowing and understanding your students. These one to one meetings with PP coordinator will facilitate this.</p>	<p>3, 4, 5, 6</p>
<p>Attendance monitoring</p>	<p>There is a direct correlation to attendance and exams, with (Chen and Lin, 2010) discovering exam attainment levels 9.4 to 18.0% superior for those</p>	<p>3, 4, 5</p>

	with high attendance compared to students with low attendance levels.	
Funding enrichment activities, such as the rewards trips, residential, as well as activities related to the curriculum. E.g. ensuring all year 7 PP students are provided with an art pack when they start	Ofsted Pupil Premium report states that it is imperative for schools to ensure that all students have equal access to the curriculum. Financial aid for extra-curricular trips can eradicate the barrier of exclusion from activities that can further enhance learning outside of the classroom.	2
Tracking of students attendance of clubs by PP coordinator. Expectation of at least one sport and none sport a week. 65 minutes at lunch to allow time for students to attend clubs, opposed to the end of the day when students need to catch buses.	EEF report on arts participation- This report evidences the impact of arts participation as an average of three months' additional progress. Wider impact, such as improving self-confidence, building resilience and developing metacognitive strategies have also been proven. Conversations with parents/ carers and students have identified this as a barrier to accessing these wider educational experiences.	1, 2, 3, 4
Priority booking for the parents and carers of PP students. Tracking of PP parent/carer attendance to parents evenings, and follow up communication if necessary – monitored by PP coordinator	Islam (2019), researched the effects of parental engagement on a child's attainment results and revealed that the introduction of regular parent-teacher communication resulted in student attainment dramatically increasing. He found that the very real benefits of parental engagement included enhanced learning in English, Maths and Science. Furthermore, students were motivated to spend increased time studying, their confidence around exams grew and so, too, did their ambitions. EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	1, 3
Funding of music lessons for PP students	EEF report on arts participation- This report evidences the impact of arts participation as an average of three months' additional progress. Wider impact, such as improving self-confidence, building resilience and	1, 2

	<p>developing metacognitive strategies have also been proven. Conversations with parents/ carers and students have identified this as a barrier to accessing these wider educational experiences.</p> <p>Current gap between PP students and their peers in music grades in year 11</p>	
<p>Funding of equipment for lessons, and subject specific packs such as art folders and mathematics packs for PP students.</p>	<p>Students more able to participate in the arts – research as above.</p> <p>Preparation for lessons removes barriers to learning and wasted learning time</p>	1, 2
<p>Uniform for incoming year 7 and use of SAPA for other year groups</p>	<p>Ensures smooth transition to secondary school for our most vulnerable students, and reduces behaviour points for incorrect uniform</p>	2
<p>One-to-one transition meetings for incoming year 7s with PP coordinator, PGR or HDE</p>	<p>Individual meetings with students before they join the school helps identify any pre-existing needs, so that correct measures can be implemented before the students start year 7. It also helps build relationships with the parents. Islam (2019), researched the effects of parental engagement on a child's attainment results and revealed that the introduction of regular parent-teacher communication resulted in student attainment dramatically increasing.</p>	3

Total budgeted cost: £ 19,054.02

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 students in the 2022 to 2023 academic year.

2022/2023 outcomes

Teaching:

Whole school CPD sessions on retrieval practice, most effective strategies for high engagement and outcomes, use of technology in teaching and assessment, use of class charts, assessment for learning, literacy, adaptive teaching, active learning, sequencing and modelling. Most of these sessions then followed by time in departments allowing for discussions of how to use these strategies in subject specific manners. This has allowed for a more consistent approach throughout school, evident from QA, learning walks, and student voice. Quality first teaching remains at the heart of our pupil premium strategy and similar sessions will continue into the 2023/2024 academic year addressing areas of weakness.

Targeted intervention:

Year 11 PP students making less than expected progress at the end of year 10, or who were not consistently meeting the school's behaviour policy were mentored by a member of staff. These weekly meetings were invaluable in helping to address and overcome barriers for our students and allowed problems to be identified sooner than they would have been without the mentoring support.

PP students throughout the school also had access to academic support. Sixth form mentors helped tutor students in specific subjects, where areas of weakness had been identified by the PP coordinator, and the school led tutoring allowed us to fill in gaps in knowledge in the curriculum for specific students. The sessions were delivered by our own subject specialists to ensure the extra tuition met the needs of our students. Attendance to these intervention sessions was compulsory for target students and attendance was monitored.

Wider strategies:

PP coordinator continued to monitor students both academically, and pastorally. This allowed early intervention for students if and when problems arose.

PP students picked up very few sanctions for lack of equipment, and many extracurricular activities were funded. Examples include guitar lessons, rewards trips,

sports camps. Feedback from staff/students/parents demonstrated that this continued to have a high impact on students personal development and self-confidence.

Overall impact:

Figures published on gov.uk showed that our PP students in year 11 made more progress than non-PP students nationally. Our PP students had a P8 score of +0.67, whilst nationally, non-PP students had a P8 score of +0.17.

The schools P8 figure for 2022/2023 was +0.90, whilst the P8 for our disadvantaged students was +0.67. Whilst our disadvantaged students P8 is less than their peers, it is still well above the P8 score for non-disadvantaged students in the local authority (P8=+0.4). The plan outlined in this document hopes to reduce this gap in the coming years.

The national attainment 8 was 46.2, whilst disadvantaged students achieved an average attainment 8 score of 70.8. This is also significantly higher than the attainment 8 score of the non-disadvantaged students in the local authority, who achieved an average A8 score of 60.5.

EBACC for whole school = 51%

EBACC for PP = 50%

School and college performance data for the 2022/2023 academic year should be used with caution:

In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022.

There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and pupils differently.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above).

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.