



St. Anselm's College Student Premium Strategy Statement

2021-22

This statement details our College's use of student premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our College.

College overview

Detail	Data
College name	St. Anselm's College
Number of students in College	978
Proportion (%) of student premium eligible students	10%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	Jan 2021
Statement authorised by	Mr Duggan
Student premium lead	Mrs Cubbin
Governor / Trustee lead	Mr Whitely

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£66,850
Recovery premium funding allocation this academic year	£11,165
Student premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your College is an academy in a trust that pools this funding, state the amount available to your College this academic year	£78,015

Part A: Student Premium Strategy Plan

Statement of intent

Intent:

Our intent is that 'all' students, irrespective of their background or challenges they face, experience a highly ambitious curriculum. That 'all' students make at least good progress in line with their personalised target grades. In addition to this, that the ingredients within the principle of 'PP First' are evident in all lessons - 'Seat First, Challenge First, Question First and Support First'.

Implementation:

Our strategy will be rooted in robust diagnostic assessment. From this assessment, we will use a range of sources including the EEF toolkit to support our strategy. Successful implementation of our strategy will be a staged process, continually monitored and may need to be adapted along the way.

We will implement a tiered approach, which will involve:

- Quality first teaching and learning
- Targeted academic support
- Wider strategies support

Impact:

The tiered approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our College. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The strategy will be aligned with existing practices to ensure a sustained impact. Impact will be evident from a range of both qualitative and quantitative sources, we will act early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Overall progress/attainment: To continue to improve levels of progress and attainment across the curriculum so that our disadvantaged students are in line with their peers - to ensure that all students have a highly ambitious curriculum.
2	Levels of Numeracy: To continue to improve levels of numeracy in our disadvantaged cohort to come in line with their peers. Students in Year 8 have a CAT score average of just 108. The lowest we have ever had.

	This may be to do with lost learning in their Year 6. However, the current Year 7 who will have had some impact of Covid have a mean CAT of 115.
3	Reading ages: Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This affects their progress in all subjects.
4	Social, emotional & mental health well-being: observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.
5	Attendance: Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students (Covid limitations)

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
Improved and sustained attainment and progress among disadvantaged students across the curriculum at the end of KS3 & KS4.	2021/22 KS3/4 outcomes for disadvantaged students are in line with their peers. An average Attainment 8 score in GCSE outcomes for disadvantaged students 2022: Exams: 62 TAGs: 65
Improved and sustained levels of numeracy among disadvantaged students across all key stages	2021/22 KS3/4 outcomes for disadvantaged students are in line with their peers. An average point score in Maths GCSE outcomes 2022: 13points
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. An average point score in English GCSE outcomes 2022: 13points
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student

	<p>and parent surveys and teacher observations.</p> <ul style="list-style-type: none"> • A significant increase in participation in enrichment activities both during and after school particularly among disadvantaged students.
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance for 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged students and their non-disadvantaged peers being reduced (Covid limitations) • The figure among disadvantaged students being no lower than their peers.

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – CATs £10.40 per student.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Enhancement of our maths teaching and curriculum planning We will fund teacher release time to embed key elements of the guidance in College, and to access resources and teaching for Mastery training.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Colleges guidance – CPD for the literacy co-ordinator. We will fund one to one and small group English tutoring with an English teacher two days per week.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Colleges Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>3, 4</p>

Appoint a PP Champion to support the SLT PP link – including CPD and resources for both PP Champion and SLT PP link		1-5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop a bespoke reading intervention for disadvantaged students who need additional help with reading, to comprehend texts and address vocabulary gaps. Including those who are high attainers.	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF EEF Toolkit states that students who received catch up intervention 'Develop more positive attitudes towards College and rapidly increase their reading ages'	1,2,3,4
Engaging in a Maths Tutoring Programme to provide a blend of tuition, mentoring and College-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: £22,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train a member of the SLT to become a senior Mental Health Lead.	EIF's report on adolescent mental health found good evidence that mental health interventions support young people's social and emotional skills	1-5

<p>This includes teacher release time.</p> <p>To continue to provide support from an academic mentor and youth worker to address and support behavioural, emotional, social concerns and most importantly to support with bereavement counselling.</p> <p>To provide CPD in RP for Pastoral Leads</p>	<p>and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of College-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>EEF: ‘Behaviour interventions’ Seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities’.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p>	
<p>Create a TLR for a member of staff to lead on attendance in our disadvantaged cohort.</p> <p>This member of staff will get release time to develop and implement new procedures - to meet with the LA attendance officer.</p> <p>Embedding principles of good practice set out in DfE’s Improving College Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with Colleges that have significantly reduced persistent absence levels.</p> <p>EEF Toolkit – ‘The association between parental engagement and a child’s academic success is well established’. There is a strong correlation between attendance and GCSE outcomes.</p> <p>NFER briefing for College leaders identifies addressing attendance as a key step in improving progress – if students aren’t in, they are not making progress.</p>	4 & 5
<p>Additional Support</p>	<ul style="list-style-type: none"> • FSM uniform • Bus passes • Support with educational trips./visits • Resources including GCSE revision guides & laptops • Support with one to one peri’s for GCSE Music • Exam re-marks for FSM • Holiday Booster Sessions • AP as required to support PP students • ‘Rising Stars Programme’ 	

Total budgeted cost: £78,015

Part B: Review of outcomes in the previous academic year

Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Despite Covid-19 and a second lockdown most disadvantaged students made good progress across the curriculum.

GCSE P8 TAG outcomes 2021:

- All students 0.47
- Disadvantaged 0.11
- Most able Disadvantaged 0.21

GCSE A8 TAG outcomes 2021:

- All students 64
- Disadvantaged 59

Our assessment data for years 7 to 10 show no significant difference between results in our disadvantaged or non-disadvantaged cohorts.

GCSE Groups: A8 Scores	PP	NPP
Yr10	53.3	52.6
Yr9	42.5	41

All disadvantaged students had the option of attending on-site provision if they requested. All disadvantaged students had all the relevant IT resources, revision guides and stationary that they needed to ensure they were equipped for working from home remotely. any students who failed to attend online learning received a phone call from the pastoral lead. For any that persistently failed to attend – parents were invited to an online meeting with SLT. Teachers continued to implement the ‘PP First’ strategy.

Our assessments demonstrated that student wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related is-sues. The impact was particularly acute for disadvantaged students. We used student premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan. The College maintained a high level of pastoral support for those who needed it most. This involved phone calls daily and weekly as well as check-in via TEAMS and counselling sessions continuing online.

Although overall attendance of disadvantaged students in 2020/21 was lower than in the preceding

years at it was higher than the national average, which is why attendance is a focus of our current plan.

Year	Whole %	Non PP %	PP %
2019-2020	93.9	94.2	92.3
2020-2021	92.9	93.0	91.7
Sept 2021-Dec 2021	93.4	94.4	91.5
Average	93.4	93.9	91.8

On average over the last 3 academic years, disadvantaged students have 2.1% lower attendance than non-disadvantaged students.

Attendance Concerns (85% and below) over the last 3 academic years.

Academic Year	% of students who are persistently absent			Average % attendance of those who are persistently absent		
	19-20	20-21	21-22	19-20	20-21	21-22
Whole	5.1	9.7	9.5	75.3	78.0	78.5
Non PP	4.0	8.6	8.3	75.9	77.8	80.1
PP	11.5	17.5	16.2	73.8	78.9	73.6

Disadvantaged students are twice as likely as their peers to be persistently absent, in 19-20 they were nearly 3x more likely).

Of all students who are persistently absent, PP students more commonly have a lower attendance than their peers (with the exception of 20-21 cohort).

The Wirral LA attendance average for all secondary schools for Sept-Dec 2021 was 86.3%, therefore showing that our strategies for disadvantaged students is having impact.

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
CARITAS	Head Office Wheatland Lane, Wallasey, Wirral CH44 7ED info@caritasshrewsbury.org.uk 0151 652 1281

Service student premium funding (optional)

For Colleges that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service student premium allocation last academic year?	<p>We had 7 service students last year. We ensured that these students were given access to school during lockdown and had all of the necessary resources needed.</p> <p>In normal times we would have ensured these students attended all extra-curricular activities and after school clubs however due to covid these were suspended.</p>
What was the impact of that spending on service student premium eligible students?	Students made progress in line with expectations and the end of each key stage.