



St. Anselm's College Student Premium Strategy Statement

2022-23

This statement details our school's use of student premium (and recovery premium) 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 outcomes for disadvantaged students last academic year.

College overview

Detail	Data
Number of students in school	993
Proportion (%) of student premium eligible students	12.7% (126 students)
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr S Duggan
Student premium lead	Mrs S Cubbin
Governor / Trustee lead	Mr A Whiteley

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£66,850
Recovery premium funding allocation this academic year	£23,460
Student premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 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>	£90,310

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 and achieve high attainment across the curriculum, preparing them for post-16 study. 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'. We will consider the challenges faced by vulnerable students, such as those who are looked after, services children and young carers.

Implementation:

Our strategy will be rooted in robust diagnostic assessment and supported by evidence from a range of sources namely the EEF toolkit. Successful implementation 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. 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. All staff will take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve, this will form part of the performance management for staff which will be reviewed termly. There will be a culture of resilience, determination and success amongst disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Levels of Literacy & Numeracy: Despite passing an entrance exam, we have identified that a number of our disadvantaged students require support with their literacy and numeracy skills.
2	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.
3	Reading ages: Reading assessments indicate that a number of disadvantaged students have lower levels of reading comprehension than their peers. This affects their progress in all subjects.
4	Attendance: Attendance data over the last year indicates that the attendance of disadvantaged students is lower when compared to their peers especially those who are PA. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
5	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.
6	Partial School Closure: Assessments, observations and discussions with students and families suggest that the education and wellbeing of some of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies, for example, the EEF, who state that the progress of high-ability disadvantaged students has been most affected by the pandemic.

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
All PP students make excellent educational progress achieving a positive P8 score by the end of KS4	<ul style="list-style-type: none"> • All PP in Year 10 with a P8 of no less than - 1.0 • All PP in Year 11 with a positive P8 score
All PP students secure the literacy and numeracy skills required to make at least expected progress at KS3	<ul style="list-style-type: none"> • Reading and spelling age is in line with chronological age in Years 7, 8 and 9 • All PP students making at least expected progress in English in Years 7, 8 and 9 • Secure use of appropriate technical vocabulary in all subjects in Years 7, 8 and 9 • All PP students making at least expected progress in Maths in Years 7, 8 and 9 • Level of numeracy required in all subjects is secure in Years 7, 8 and 9
Attendance of all PP students is in line with national or better.	<ul style="list-style-type: none"> • Half-termly improvement in attendance for all PP students • All PP attendance is at least 96%
All PP students engage in co- and/or extra-curricular activities .	<ul style="list-style-type: none"> • At least 80% of PP students engage in co- and extra-curricular activities • Student Voice activities indicate that PP students are engaged in College life, are motivated and have high aspirations.
To achieve and sustain improved a positive mental health and wellbeing for all students.	<ul style="list-style-type: none"> • Student voice reports that PP students feel safe and are happy in school • Student Voice activities indicate that PP students are gaining confidence, resilience and positive attitudes to their study and future goals • Destinations data show that students have successful future career pathways.

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:</p> <p>Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF</p>	1,2,3
<p>Enhancement of our Maths teaching and curriculum planning</p> <p>We will fund provision of a Maths teacher to support teaching and learning in the classroom and when necessary provide one to one support.</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:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>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:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1,2
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Colleges by providing bespoke CPD for the literacy co-ordinator.</p> <p>To develop a culture of reading across the College.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>EEF Improving Literacy in Secondary Colleges</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>‘Now the whole school is supporting reading’ Oct 2022</p>	1,2,3

<p>We will fund one to one and small group English tutoring with an English teacher two days per week.</p> <p>To provide bespoke CPD for staff to enable them 'To teach students <i>how</i> to read'</p>	<p>'Inspire a love of reading and enhance literacy skills' National College Webinar</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To liaise with the librarian develop a targeted reading intervention for disadvantaged students who need additional help with reading, to comprehend texts and address vocabulary gaps. Including those who are high attainers.</p> <p>To develop 'Reading for Pleasure' within our PP students.</p>	<p>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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit states that students who received catch up intervention 'Develop more positive attitudes towards College and rapidly increase their reading ages'</p>	<p>1,2,3</p>
<p>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.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

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

Budgeted cost: £22,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to provide directed time for the Mental Health Lead to support specific PP students.</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>EIF’s report on adolescent mental health found good evidence that mental health interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression: 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>4,5,6</p>
<p>To continue to provide directed time for the Attendance Lead to support disadvantaged students.</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>	<p>4,5,6</p>

Additional Support		
<p>Budgeted cost: £13,460</p>	<ul style="list-style-type: none"> • FSM uniform/Shoes • 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 • Incentives/Rewards 	<p>1-6</p>

Total budgeted cost: £90,310

Part B: Review of the previous academic year

Outcomes for disadvantaged students

GCSE Outcomes 2022

2022 (IDSR)		
	St. Anselm's College	National
ALL STUDENTS (P8)	+0.16	-0.03
DISADVANTAGED	+0.01	-0.40
9-5 % EN & MA - All	79.0	49.6
9-5 % EN & MA - Disadvantaged	75.0	
9-4 % EN & MA - All	98.0	71.0
9-4 % EN & MA - Disadvantaged	100.0	
ENGLISH - All	- 0.05	
ENGLISH - Disadvantaged	+0.13	
MATHS - All	+0.43	
MATHS - Disadvantaged	-0.21	
ATTAINMENT 8 – ALL	61.00	48.7
ATTAINMENT 8 – Disadvantaged	60.13	

Overall, the progress and attainment gap between 'PP' students and 'All' students diminished significantly this year. All PP students achieved at least a Grade 9-4 in GCSE English and Maths. Our PP students outperformed NPP in English suggesting that the interventions and additional funding had a positive impact on overall performance. Funding an additional English teacher provided support for those students who desperately needed catch-up with reading and literacy. In addition to this having a whole College focus on reading, comprehending texts and addressing vocabulary gaps has had a significant impact overall also.

Although there is still a gap between PP and NPP in Maths, there has been a significant improvement since the 2019 results. PP Maths has improved from -0.60 in 2019 to -0.21 in 2022 again suggesting that bespoke interventions and strategies implemented made significant impact. The enhancement of our maths teaching and curriculum planning coupled with supporting teacher release time to embed key elements of the guidance

has had a positive impact. Providing funding to access resources and 'Mastery Maths Training' has also improved the overall quality of teaching and learning in the classroom in Maths.

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

Training a member of staff to become a mental health and wellbeing lead has also had a very positive impact in raising awareness of mental health and wellbeing across the College. Our PP students had access to mentoring and counselling as and when needed. In addition to this working collaboratively with external agencies, the College supported many PP families with social, emotional and financial support. This not only cemented relationships between home and school but also had a positive impact on other barriers to learning for our PP students including getting to College daily, not having breakfast or the correct uniform. Being able to remove such barriers improved attendance obviously but ultimately improved overall outcomes. It allowed students to come to College to learn and not have to worry about other external factors.

Attendance:

Year	Whole %	Non PP %	PP %
2019-2020	94%	94%	92%
2020-2021	93%	93%	92%
2021-2022	94%	93%	91%

There continues to be a gap with attendance between PP and NPP students. Attendance of PP students is above the National and Local Average however, a number of issues still exist. With the appointment of a full time attendance and wellbeing officer and a range of new strategies, this gap will be narrowed in 2022/3.

Externally provided programmes

Programme	Provider
CARITAS – Family Support	Head Office Wheatland Lane, Wallasey, Wirral CH44 7ED info@caritasshrewsbury.org.uk 0151 652 1281
Action for Children - Counselling Services	www.actionforchildren.org

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?	We had 7 service students last year. We ensured that these students were given access to all interventions as all other disadvantaged students.
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.