

# ST ALBANS RC HIGH SCHOOL

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2024 to 2025 year.*

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

### School Overview

Detail	Data
School name	St Alban's RC High School
Number of pupils in school	824
Proportion (%) of PDG eligible pupils	18.6%
Date this statement was published	24.10.2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher
PDG Lead	AHT
Governor Lead	Chair of Governors

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£98900
<b>Total budget for this academic year</b>	£98900

### Part A: Strategy Plan for academic year 2024-2025

#### Statement of Intent

Using our allocated PDG funding for this academic year our objectives involve raising attainment, more specifically attainment of literacy and numeracy skills, of specific groups of learners, including those entitled to free school meals, those who are CLA and vulnerable learners. Improved attendance will be promoted to reduce unauthorised absences with the support of our School Support Officers. Improved health and wellbeing will be supported through targeted intervention from specifically trained staff.

## 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
Narrow the Gap between FSM and nFSM pupils	Narrow the Gap between FSM and nFSM CPS9 from 70 to 50.  Narrow the Gap between FSM and nFSM pupils at L2+ (inc.) from 36.2% to under 30%.
Continue to remove the barriers to learning utilising our excellent pastoral and vulnerability support systems	Increased outcomes for all pupils – esp. those on FSM
Continue to train all staff in the analysis of performance of core groups of learners, incl FSM	More effective results and examinations analysis leading to increased outcomes
Improve attendance of FSM pupils so that it is in-line with non-FSM pupils	Increase FSM pupil attendance to 90.5%+ Increase whole school attendance by 1%
Provide opportunities for pupils to develop and practise emotional literacy skills	Improve resilience, independence and wellbeing of groups of learners

## Activity in this academic year

This details how we intend to spend our PDG this academic year to address the challenges listed above

Activity	Evidence that supports this approach	
Activity	Intended Outcome	Target/Success Criteria
Attendance Support Officer	Attendance Support Officer will monitor and track daily attendance to ensure LA targets are achieved.	KS3 eFSM pupils strive to meet school attendance target of 95.6%
Numeracy Intervention Coach	Employ additional HLTA to improve literacy skills through interventions.	Improve numeracy skills and engagement with pupils making expected progress in maths at KS3. Improve Numeracy National Test Scores for Procedural and Reasoning for those pupils attending intervention. These will be re-tested at the end of the academic year and all should have improved their standardised score from the start of the year.

Wellbeing and Engagement Manager	Wellbeing and Engagement Manager provides appropriate support, working closely with identified pupils/families in-conjunction with external agencies.	Liaise with LEA, families and other learner providers of KS3 eFSM pupils. Results will see improved attendance to meet school target of 95.6. Reduce FTEs (<2 days) whilst making expected levels of progress. Identified staff delivering the sanctuary provision which received very positive feedback after the EAS wellbeing review. (June 2019)
Deputy Additional Learning Needs Co-ordinator	Deputy ALNco will support and identify pupils accessing the curriculum and provide relevant support. 20% support to FSM/ALN pupils (FG) Pastoral support throughout the whole school.	85% of eFSM pupils to achieve a score >85 on National Procedural/Reasoning/Reading tests.  Narrow the gap in predicted average CPS per subject from 1.2 to less than 1 for eFSM/nFSM.
Pupil Re-engagement Officer	Pupil Re-Engagement Officer will develop and monitor the engagement provision and additional support for eFSM pupils.	eFSM KS3 pupils improve attendance to meet the school target of 95.6%. Reduce FTEs (<2 days) and making expected levels of progress. Identified staff delivering the sanctuary provision which received very positive feedback after the EAS wellbeing review. (June 2019)
HLTA Intervention/Librarian	Employ HLTA/Librarian to improve literacy skills through interventions.	Improve literacy skills and engagement evident with pupils making expected progress in English at KS3.  Decrease the KS3 predicted CPS for English for eFSM pupils from 1.3 to <1.
RESOURCES – Accelerated Reader Software	Purchase Accelerated Reader software for KS3 pupils.	Accelerated Reader motivates pupils to read more through engaging quizzes, goal setting, and personalized recommendations. As students increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills.
RESOURCES/EXPERIENCES - for eFSM pupils who are following Art, Food Technology, DT and Music	Provide resources for eFSM pupils carrying out activities in Art, Food Technology and DT. Provide and fund Educational trips and visits for FSM pupils.	Ensuring access to the curriculum for eFSM pupil to provide them with the opportunity to participate in all essential practical elements of the KS4 curriculum. FSM pupils given the opportunity to take part in extracurricular trips and visits

## Learning and Teaching

Budget costs: £23,493.63

Activity	Evidence that supports this approach
Interventions for Reading, Grammar and Numeracy to support FSM, EFSM and vulnerable learners	All pupils who have received intervention should improve all three of their National Test Scores between the baseline in November and the re-test in June.
Challenge all groups of learners with a particular focus on Numeracy and Literacy	Reduce the difference between boys and girls/FSM and non-FSM achieving 85+.

## Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £75,406.40

Activity	Evidence that supports this approach
Improve attendance of FSM pupils so that it is in-line with non-FSM pupils	Increase FSM pupil attendance of 90%+ by at least 10% Increase whole school attendance by 1.5%
Provide opportunities for pupils to develop and practise emotional literacy skills	Improve resilience, independence and wellbeing of groups of learners

## Part B: Review of outcomes in the previous academic year (2023-2024)

### PDG Outcomes KS4

Our Y11 cohort completing exams in summer 2024 has the smallest number of FSM pupils of any year group in the school, and significantly less than the previous cohort (12 compared to 25 last year). The eFSM average CPS9 was 330.5 for 2023/24, however, this increases to 360 if we exclude one EBSNA pupil who did not attend any examinations or complete qualifications, our target was 340. This compares favorably to the average CPS9 of 243.2 from 2022/2023, and to the score of 260 in 2018/2019 (the last time there were no Covid measures in place; with a cohort with no detriment to their education due to Covid).

The average CPS for eFSM pupils in English Lang/Lit was 37.2 (50% A\*-C), in Maths 34.2 (50% A\*-C), and in Science 33.7 (41.7% A\*-C). These results were all within 1CPS of the targets set at the beginning of the year. 33.3% of eFSM pupils achieved L2 Threshold (Inclusive), meeting our target. 16.7% of eFSM pupils achieved 5A\*-A grades at GCSE compared to our target of 8.3%.

### KS3: Personalised Assessment Results 2023-24:

All KS3 pupils sat the national tests in October/November. Those who had received intervention of any kind re-sat in June to determine progress. All pupils who had received Reading intervention made progress and improved their results, with none falling below 85.

The gap between FSM/non-FSM has reduced in recent years. It is lower than the national data for 2023-24.

Procedural: -3% gap at >115 and -8% gap at >85

Reasoning: +2% gap at >115 and -20% gap at >85

Reading: -8% gap at >115 and -10% gap at >85

According to WGov, “in all year groups and in all academic years for which data is available, pupils not eligible for FSM outperform pupils who are eligible. This gap appears to increase in size as pupils age, with non-eligible pupils outperforming eligible ones by greater and greater amounts from Year 2 through to Year 9.” 24-30 months’ difference in all 3 tests.

## **Accelerated Reading data:**

### **Improved ZPD scores**

Below is a sample of data taken from Accelerated Reader to show reading improvements over a 12 month period. These students have been receiving reading interventions in addition to taking part in the AR programme.

<b>Receiving Intervention</b>	<b>Year 7 ZPD (2023- 24)</b>	<b>Year 8 ZPD (2024- 25)</b>
Student 1 (FSM & CLA)	0.6- 1.6	2.6- 3.7
Student 2	1.3- 2.3	2.4- 3.4
Student 3	2.8- 4.1	3.3- 5.2
<b>Receiving Intervention</b>	<b>Year 8 ZPD (2023- 24)</b>	<b>Year 9 ZPD (2024- 25)</b>
Student 1	2.9- 4.3	3.1- 4.7
Student 2	1.9- 2.9	3.0- 4.6
Student 3	2.1- 3.1	2.2- 3.2

The data shows increased ZPD levels in all students who are receiving literacy intervention.

## **High quality teaching and learning for all learners: Impact**

Intervention MER activities:

Data: All pupils who received Reading intervention increased their National Test Reading score when they re-sat in June.

Regular learning conversations were held with intervention pupils (Literacy/Numeracy Masterclasses, Reading Coaching groups, Motivation and Handwriting/Pen Power clubs). Learning walks took place so that SLT could see how these pupils applied what they had learned in their lessons. As a result of this, changes were made to setting in Y8, in favour of FSM and vulnerable pupils, whose learning behaviour and approaches were hampered by being in low ability sets. Now pupils are in mixed attainment groups for all subjects in Y8 and initial MER activities suggest that this is beneficial to their self-belief (recent pupil shadowing). Higher expectations for all are now central to our T&L philosophy – teach to the top and scaffold up.

Skills MER activities: Robust MER activities throughout the year (learning walks, book looks, learning conversations) show that all pupils receive a high quality education, according to the St Alban's Teaching, Learning and Assessment principles. Assessment for Learning is improving year on year and this is particularly beneficial to vulnerable learners as it involves them in evaluating their own and others' work as well as PPP requiring them to improve their own pieces, according to feedback from teachers. SIP comment: Learners gave a consistent view that there are regularly opportunities for self and peer-feedback. This helped them have a secure understanding of the next steps in their learning. They welcomed the opportunity to re-draft their work, particularly once they had received feedback on how to make the response stronger. Worthwhile opportunities to model high-quality was welcomed by learners."