

# /Pupil premium strategy statement – St Albans Girls' School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1441
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24-2026/27
Date this statement was published	June 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Margaret Chapman, Executive Headteacher
Pupil premium lead	Pegah Jarvis, Assistant Headteacher
Governor / Trustee lead	Patrick Gill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,655
Recovery premium funding allocation this academic year	£36,708
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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.	£0
<b>Total budget for this academic year</b>  <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>	£201,777.07 £143,445.07 - amounts taken from other budgets and designated as PPG

	£58,332 - Actual approved expenditure
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## Part A: Pupil premium strategy plan

### Statement of intent

At St Albans Girls' School our approach to supporting disadvantaged students is underpinned by our STAGS Values (below), and our motto, *Nobis Cura Futuri, Ours is the care of the future*. This is the clearest distillation of our vision for education. We believe that a good education is an entitlement for all and all challenges to this should be removed. This is especially true for those students for whom the academy receives Pupil Premium funding. We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome any challenges to success, and fully access and embrace an education that will transform their lives and open doors of opportunity. Our current Pupil Premium strategy requires a greater focus on the planned outcomes, and ensures that impact measures are robust and are used at senior leadership level to share best practice, direct intervention and improve provision.

We are also committed to providing world class opportunities beyond the curriculum to enrich a young person's educational experience and develop their cultural capital. In our school we leave nothing to chance, having high aspirations for all pupils regardless of their disadvantaged status.

We recognise the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are financially disadvantaged or not.

High quality first teaching is at the heart of our approach and our STAGS TEACH Standards (below) ensures that students receive the consistency and daily diet of a broad and balanced curriculum that is both supportive and challenging at all levels. We aim to recruit, retain and train teachers who are subject experts and also have a deep understanding of how to deliver teaching and learning to support the needs of all learners, particularly those with additional needs and/or who are disadvantaged, often requiring the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise the broader needs of young people. This includes the additional challenges that STAGS disadvantaged students may face in relation to attendance, mental health and wellbeing, meeting pupils' material needs (such as equipment for

school, opportunities to attend trips and visits, etc), awareness of future pathways and careers as well as strengthening parental engagement.



### Targeted/academic intervention

#### **Assessment, monitoring and feedback**

STAGS TEACH standards is our feedback policy for student work, via work scrutinies, learning walks and formal lesson observations the quality of feedback to disadvantaged students is monitored closely and given priority.

#### **Year 7 Numeracy and Literacy**

Year 7 students receive support in English and in Maths with an additional hour of lessons per week on their timetable as well as multi-tiered English intervention and form time weekly numeracy support for maths.

#### **Multi-tiered English intervention**

- Whole school reading policy is enforced—all students must have a book with them at all times. *\*Not just in English\**
- Sustained, rigorous literacy intervention for lowest 30% of students.
- Reading culture embedded across all subject areas
- High-five guided reading focus in all subjects and key stages
- Effective decoding strategies across school in all subject areas and key stages with regular CPD to increase staff confidence
- Oracy strategies taking place in all subject areas

#### **KS4 Third Space Maths Tutoring**

We know that the specific gap is Maths so we will continue with Maths online tutoring via Third Space and work on student attendance as we know that there is a strong correlation here.

- Third Space is a 45 minute one-to-one maths lesson with their own tutor in a secure online classroom. The sessions will take place on the school computers.

- They will use a headset to speak with their tutor and will complete their work on screen (although they can't see their tutor and their tutor will not be able to see them).
- The topic for each lesson is chosen by their class teacher or based on an assessment so that it is perfectly targeted for them.
- They will work with the same tutor over the course of the term, who will provide a friendly and engaging environment, allowing your child to ask questions, clarify any misunderstandings and build knowledge and confidence at their own pace.

### **6th Form Subject Tutoring**

- 6th Form students are paired with a KS3 student who needs 1:1 support in a core subject area.
- Students meet weekly in the 6th form study area during form time
- Teachers share information with the students about the specific area of need

### **6th Form Mentoring**

- 6th form students work closely with key students in the lower school supporting them both pastorally and academically
- Students seek guidance and advice from Sixth Formers to assist them in every facet of their school experience
- DOLs share appropriate information to allow for in depth support

### **Year11 Mentoring/Team Aspire**

- Selected students receive further support from the pastoral and SLT team and are met regularly to help mentor them in Year 11.
- This support includes specific help with their revision and understanding of their next steps.
- They will celebrate their achievements, discuss their setbacks, and build resilience and aspiration to achieve their full potential.

### **KS5**

- Raising the profile of students in receipt of bursary via STAGS bites and information sharing with staff.
- Monitoring of bursary in the Sixth Form to ensure students are accessing the full breadth of support available, including use of apprenticeship, work experience or online courses to support their next steps
- Targeted revision skills support
- Use of external mentors and one on one Vulnerable Group clinics

### **Targeted attendance monitoring and support**

- Supporting key students through bespoke initiatives run by Directors of Learning to improve attendance and outcomes

### **Individual Pupil Profiles**

Presentations to the whole staff body regarding specific disadvantaged students at STAGSbites. The information presented allows staff to understand their specific challenges to engagement in the school community, and to therefore build self-esteem and sense of belonging.

### **Wider strategies**

#### **Additional careers advice and guidance**

Alongside the main career's strategy for the school, at key points in their academic journey our Key Stage 4 disadvantaged students are given priority access to Services for Young People (SFYP) for advice and guidance, and additional meetings with staff to guide their career journey.

#### **Parental engagement**

Increasing parental involvement and engagement to encourage students to feel a sense of belonging to the STAGS community and build stronger relationships between home and school. Thus far this has included:

- Parent coffee morning at the start of term
- Letter home to all families outlining Pupil Premium Eligibility and how to apply for support
- Letter home reminding families of the Free School Meal allowance with a letter from ASPENS catering
- Targeted contact to families where FSM uptake is low by the Directors of Learning

#### **Providing financial support**

- Provision of ICT and software for blended learning
- Has ensured that challenges to learning are removed
- Providing necessary ingredients to fully participate in Food Tech lessons
- Purchasing necessary sports equipment for PE lessons and buying uniform items such as school shoes
- Financial support to play an instrument
- Art therapy

## Challenges

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

Challenge number	Detail of challenge
1	Organisation, preparedness and behaviour for learning – a number of disadvantaged pupils have a lack of organisational and self management skills.
2	Prior attainment in numeracy and literacy – a significant number of disadvantaged pupils enter with lower numeracy and literacy skills than their non-disadvantaged peers The English and Maths attainment of disadvantaged pupils is generally lower than that of their peers.
3	Lack of resources. Our discussions with pupils and families have identified that often disadvantaged pupils lack appropriate space and resources (Internet access and device) at home, in order to allow pupils to meet the demands of secondary education. This includes uniform as well as resources for both during curriculum time and beyond.
4	Reluctance to engage in wider enrichment opportunities.
5	Attendance and punctuality.
6	Parental support and engagement.

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (2023-2026), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High levels of organisation and exemplary behaviour for learning	Students eligible for PP have no/minimal consequences for lack of organisation, lack of equipment or lack of home learning completion. Rewards and sanctions data shows no disparity between disadvantaged students and their peers. To be monitored and tracked weekly by Directors of Learning (DoLs) and form tutors.
Improved rates of progress across all key stages for pupils eligible for PP	Students eligible for PP make as much progress as non disadvantaged pupils. Pupils eligible for PP identified with low KS2/CATS scores to make as much progress as non-disadvantaged pupils with low KS2/CATS. To be monitored by PP coordinator,

	DoLS and PP Support Mentors after each KS4 reporting cycle.
All pupils eligible for PP have resources necessary for school, including uniform, stationary and an electronic device	<p>Pupils eligible for PP have no/minimal consequences for lack of equipment.</p> <p>PP coordinator to monitor and liaise with DoLS to review how best to target resources.</p> <p>PP coordinator to liaise with Curriculum Leaders and be proactive in ordering resources prior to the need (e.g GCSE Revision books at the start of Y10 courses).</p> <p>PP spending is carefully tracked and monitored with the effectiveness of each provision evaluated. To be monitored by SLT and PP coordinator.</p>
Increase the cultural capital of PP pupils	<p>PP coordinator, DoLS and Form Tutors to promote, track and monitor PP pupils' engagement in extracurricular opportunities and ensure that any challenges to accessing activities are addressed and removed.</p> <p>Ensure that 10% of the engagement in enrichment activities and student leadership roles is from PP eligible pupils to reflect the PP proportion at STAGS.</p>
Attendance improvement for all pupils eligible for PP	<p>Pupils eligible for PP to have reached the national attendance target (92%).</p> <p>To be monitored weekly by the attendance administrator, DoLS and Form Tutors. To implement attendance incentives for all students with persistent or severe absence in each year group.</p>
Parental engagement is strong and there trust is built through a supportive, professional relationship	<p>Strong attendance and engagement from parents at Parent Information Evenings to be in line with parent attendance from non-PP families. PP Coordinator to create opportunities for informal coffee mornings with parents to continue to build strong relationships between home and school.</p>

## Activity in this academic year

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: £ 23,080


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Raise awareness of PPG students amongst all staff:</b> Raise profile of PP pupils and their needs amongst teaching staff. Ensure departments regularly consider any gaps between PP and non-PP pupils. Ensure the use of data to inform best teaching and support of PP pupils is prioritised across the school.</p>	<p>The schools Teaching and Learning Framework has been refreshed to account for developments in education research and to ensure that the framework we use at St Albans Girls' School, and thus the expectation of what comprises Quality First Teaching is more effective.</p> <p>This framework draws heavily on EEFs Metacognition and Self Regulation evidence review <a href="#">here</a>. This model is underpinned by a range of evidence (planning, monitoring and evaluation) which gives us confidence in the security of its recommendations.</p>	1,2,3
<p><b>Departmental budget for PPG students:</b> Support departments to provide disadvantaged pupils with materials/ equipment that families are unable to provide.</p>	<p>Our key area targets are divided into four sections: Resilience, Adaptability, Equality, Diversity and Inclusion and Sustainability. Within these four areas, we focus on the <b>challenges to education and the curriculum</b> in order to consider what disadvantage and poverty look like in relation to our school day for our PP and PP+ students . <i>Challenges experienced before school, in the canteen and break-time have the potential to walk into our classrooms. Unhealthy eating, poor sleep patterns or peer issues can all get in the way of learning.</i> (<a href="#">The Child Poverty Action Group (CPAG)</a>)</p>	3
<p>INVEST strategy and Pupil Profiles</p>	<p>We are committed to continually raising the profile of PP/disadvantaged pupils by regularly raising awareness of specific pupils through personalised Pupil Profiles as part of ongoing INVEST strategy (see below).</p>	All

<p><b>INDIVIDUALITY</b> Breaking down challenges by understanding each child as an individual</p> <p><b>NURTURE</b> Supporting the emotional and educational needs of the child</p> <p><b>VALUE</b> Making every child feel valued so they in turn value their school community</p> <p><b>ENRICHMENT</b> Ensuring that every child can access the enrichment that the school provides</p> <p><b>SUCCESS</b> Close the attainment gap; all children have the tools to succeed</p> <p><b>TRUST</b> Building trust between students, teachers and families</p>	<p>Conducting 1:1 learner voice will ensure that the right support is in place to meet the individual needs of every student.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)


Budgeted cost: £23,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutoring led by subject specialist teachers	One to one tuition can be effective, on average accelerating learning by 5 additional months' progress (EEF Toolkit) with a very secure evidence base.	1, 2
<p>Monitoring data of PP in relation to Non PP within the school through <i>STAGS Steps to Success</i></p> <ul style="list-style-type: none"> <li>● attainment</li> <li>● effort/ATL (attitude to learning)</li> <li>● rewards</li> <li>● consequence</li> </ul>	<p>Our own prior experience and evidence has seen PP pupils' progress increase with dedicated PP reporting at all levels including attainment, effort, rewards and consequences and attendance. This is reported, monitored and tracked through our STAGS Steps to Success by DoLs and HoKs.</p> <p>STAGS LEARN Ready Standards ensure that all students are prepared with the correct uniform, equipment and attitude to learning for the week ahead, and that any student who is not LEARN Ready is supported immediately. This is embedded within the weekly pastoral programme.</p>	1, 2, 3, 5

<ul style="list-style-type: none"> <li>• attendance</li> <li>• suspensions</li> </ul>	<p><b>STAGS STANDARDS</b></p>  <p><b>L LEARN-READY</b> Have the correct equipment, uniform and mindset for all lessons</p> <p><b>E EXCELLENCE IN ALL WE DO</b> Have the resilience and ambition to pursue my goals, produce my best work and work together with staff and other students</p> <p><b>A ATTITUDE FOR SUCCESS</b> Take responsibility for learning, listen to others, self regulate my behaviour and emotions</p> <p><b>R RESPECT</b> Show kindness to all members of the community, respect my learning environment</p> <p><b>N NEVER MISS A MINUTE</b> Every minute matters - excellent punctuality and engagement in lessons is essential in achieving our goals</p>	
<p>Third Space maths tutoring</p>	<p>Targeted intervention. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools. Third space is in line with the common elements of effective interventions as outlined in the EEF Selecting Interventions insights (<a href="#">here</a>)</p>	<p>2,3</p>
<p>Social and academic mentoring to build on pupil motivation and aspiration</p>	<p>Evidence suggests that disadvantaged pupils struggle with motivation and resilience to successfully access the curriculum and make sufficient progress in relation to non-disadvantaged pupils.</p> <p>STAGS 6th Form students are mentoring Key Stage 3 students each week in English, Maths and Science. This support is building positive relationships, raising aspirations and developing a stronger sense of belonging.</p> <p>Targeting students in year 9 to attend Herts University for a bespoke programme gives students a greater sense of direction and raises their awareness in relation to future pathways and careers.</p> <p>At KS4, disadvantaged students are given priority in meeting with Services for Young People (SFYP) to engage in and be informed about their Post-16 and career options.</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for all students and key groups monitored regularly and relevant intervention put in place.	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>We have a whole school approach to attendance which ensures all students and parents are aware and supported at the earliest opportunity.</p> 	All
Free School Meals to support disadvantaged families and provide breakfast and lunch to students. Provide disadvantaged students with a healthy diet and the same opportunities as other students	<p>Article 27 of the United Nations Convention on the Rights of the Child states that every young person has the right 'to a standard of living adequate for the child's physical, mental, spiritual, moral and social development'. The Government is under a duty to provide 'material assistance and support programmes, particularly with regard to nutrition'. No young person in the UK should go hungry, and FSM play a small part in helping to realise this right.</p>	All

Homework Club	EEF key findings that some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).	All
All pupils have access to relevant careers information, advice and guidance	<p>Our own prior experience and evidence confirms that with appropriate IAG, students select appropriate subjects, courses, opportunities and experience which is motivating and helps them in their future apprenticeship or university pathway.</p> <p>Disadvantaged students at STAGS receive priority meetings with Services for Young People (SFYP) to ensure that they are receiving the right guidance and support</p>	All
Increase parental engagement at Parents Evening and providing workshops by reviewing information to parents and ensuring disadvantaged students receive personalised appointments and contact home prior to meeting	<p>All students are targeted for attendance to parents evenings as well as providing personalised appointments with additional support by staff if parents are unable to attend.</p> <p>Funding is also provided for transport to ensure full attendance to school.</p>	

**Total budgeted cost: £ 178,880**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

In 2021-22 the Progress 8 (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for students eligible for the Pupil Premium was +0.07. The Attainment 8 was 51.18, 70% of this cohort achieved a grade 4 in English and Maths, whilst 50% achieved a 5 in English and Maths.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was +0.79, and the Attainment 8 score was 65.07. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

RAISE UP was relaunched at the start of the year and reiterated during other intervals however, remote learning did make this more challenging. The purchasing of resources on an individual basis when requested by staff, mentors and at times families continued but was predominantly for Y11 students. This must be proactive and should start at the beginning of KS4 courses in Y10. TLCs were very informative for staff and included information about key students and strategies to engage PP students which in turn allowed for more personalised and targeted support of each pupil.

DOLs analysed PP students' data following report drops and worked with leads to put appropriate interventions in place and Pupil Premium Champions supported pupils, 34 in total, including through lockdown which was imperative for the pupils sense of belonging and resilience.

MyTutor ran successfully in Maths for the pupils who were consistently attending sessions. However this below our expected levels of engagement and based on our research, we will be moving to Third Space as our external Maths tuition providers for a more robust and evidence driven approach to intervention that will increase pupil attendance.

Attendance continues to be a focus with our disadvantaged students.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
1:1 Virtual maths tuition	Third Space

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A