

Pupil Premium Strategy Statement 2022-2023

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 pupils.

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 Martin in-the-Fields High School for Girls
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	37.74%
Academic year/years that our current pupil premium strategy plan covers	2 Years
Date this statement was published	01/12/2022
Date on which it will be reviewed	01/09/2023
Statement authorised by	Josephine Okokon
Pupil Premium lead	C Mckoy
Governor / Trustee lead	Micheal Curry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,225
Recovery premium funding allocation this academic year	£53,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£235, 875

Part A: Pupil Premium strategy plan

Pupil Premium Trend

The national results from 2020 and 2021 are not available due to the exams having been cancelled. Due to the disruption in learning last year, our Y11 students were awarded Teacher Assessment Grades using a variety of assessments agreed by each department. Due to the nature of these circumstances, our data isn't as comparable as in previous years. Under these circumstances, our data indicates that the gap is not going to close anytime soon. The trend for our pupil premium progress 8, 2022 when compared to 2019 and before has decreased.

Measure	2018	2019	2022
Progress 8	-0.37	-0.22	-0.35
English Progress 8	-0.35	-0.12	-0.34
Mathematics Progress 8	-0.71	-0.57	-0.38
EBacc P8	-0.61	-0.68	-0.38
English & Mathematics Threshold 9-5	28.57%	10.2%	37%
English & Mathematics Threshold 9-4	46.03%	32.65%	57%
EBacc Entry	31.75%	18.37%	56.67%

Statement of intent

In 2020, the Education Policy Institute published its annual report which found that disadvantaged pupils are, on average, 18.1 months behind their non-disadvantaged peers. It also found that 'reductions in gap have slowed and begun to be superseded by increases' (<https://epi.org.uk/publications-and-research/infographic-epi-annual-report-2020-key-findings/>). There is also a gap of approximately 36 months between students with an EHCP and their peers.

Further disruption to learning was caused due to the pandemic as schools were closed again. This disruption to the students' education will have impacted students in many different ways but the evidence from the Education Policy Institute suggests that disadvantaged students have fallen even further behind.

The estimated pupil premium funding for the academic year **2022-2023** is **£182,225**. This budget will be utilised by the school to ensure students from disadvantaged backgrounds make the best possible progress. The impact of the school closures nationally has widened the achievement gap, therefore more work needs to be done.

One of our school priorities continues to be to improve outcomes for disadvantaged students. We will use the pupil premium funding to deliver a wide range of structured interventions, activities and support in order to raise achievement and accelerate rates of progress for our 'disadvantaged pupils'.

We believe in a collaborative approach in which teachers, support staff, the senior leadership team and governors all have a shared understanding of expenditure and impact.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress across the curriculum. The focus of our pupil premium strategy is to support all disadvantaged students to achieve their potential and ensure they are emotionally and academically prepared for the next stage of their lives.

The key principles which underpin this strategy plan are our whole school's priorities which determines where we put our time, effort and money. Those priorities are:

- Behaviour and Attendance
- Teaching
- Curriculum
- Personal Development
- Training

Everything we do at our school is to fulfil one of these priorities whereby the impact of this will improve the life changes for our disadvantaged students.

Covid 19 Catch Up premium funding from the 2021-2022 academic year the school received from the DfE 'Recovery Premium' will be used alongside the pupil premium funding to help in narrowing the gap of students where identified.

Challenges

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

1	The underperformance of students in progress and attainment.
2	The low level of literacy affects students understanding of specific subject vocabulary
3	Developing learning behaviours to reduce behaviour incidents including detentions and exclusions
4	The lack of structure and routine; Improve academic behaviours such as homework, revision and reading
5	Attendance & punctuality is below the school expected standards
6	Intent and implementation of curriculum to ensure all teachers are upskilled so that all students (especially PP) have access to the curriculum
7	The effect of Covid-19 on student's mental wellbeing as this impacts on the learning gap negatively

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 literacy levels among disadvantaged students across KS3.	By the end of our current plan in 2024-2025 , literacy tests demonstrate improved literacy levels among disadvantaged students and a smaller disparity between the progress of disadvantaged students and their non-disadvantaged peers.
Improved engagement and completion of homework	Percentage of completed HW is higher Incomplete HW detentions are reduced.
Improved teaching and learning for teachers and students	Teaching in lessons demonstrates a high quality of adaptive and responsive teaching and learning. All students can access the curriculum to close the learning gap Increase in student outcome
Improved GCSE outcomes for all students	The gap between disadvantaged students and their non-disadvantaged peers has diminished. CPD to support the delivery of lessons Individual needs curriculum delivered to some students and they achieved other outcomes that are aligned to GCSE
To achieve and sustain improved wellbeing for all students	Sustained high levels of wellbeing from 2024-2025 demonstrated by: <ul style="list-style-type: none"> → qualitative data from student voice, student and parent surveys and teacher observations. → quantitative data of decreased wellbeing referrals.
To achieve and sustain improved behaviour and attendance	<p>Attendance</p> <p>Sustained high attendance from 2024-2025 demonstrated by:</p> <ul style="list-style-type: none"> → a smaller overall disparity in attendance figures between disadvantaged students and their non-disadvantaged peers → a reduction in the % of disadvantaged students who are persistent absentees <p>Behaviour</p> <ul style="list-style-type: none"> → Number of detentions decreased → Number of behaviour points and incidents reduced → Number of fixed exclusions decreased

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: **£83,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for Teaching & Learning, including focus groups and toolkits	Whole school and individual CPD can help teachers obtain new teaching techniques, share best practice, and apply fresh approaches to teaching that allows them to improve their ability both for students, as well as expand their own personal opportunity within the teaching industry.	1 & 2
Prioritising literacy through reading mornings - every student having a book, reading three times a week. Funding of professional development and instructional coaching for teachers	Literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English	2
Literacy classes is offered as a part of the KS3 curriculum	Higher level intervention to support accessing literacy and maths lessons. Using core knowledge to provide opportunities for frequent revisiting of curriculum content to facilitate retention. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English	1 & 2
Purchase of standardised diagnostic assessments – CAT tests.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1
Additional TA support for our disadvantaged students and to extend our support with SEND students	Effective differentiation enables all learners to access the curriculum. For SEND learners the key to accessing the curriculum lies in differentiation techniques and strategies that focus on facilitating and checking understanding.	1 & 2
Additional EAL support to improve the learning gap to ensure those students for whom English is a second language are supported in accessing the curriculum and succeeding in school.	Effective differentiation enables all learners to access the curriculum. For EAL learners the key to accessing the curriculum lies in differentiation techniques and strategies that focus on facilitating and checking understanding. All pupils need to understand and be able to use the language of the curriculum in order to achieve at or above age expectations	1 & 2

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

Budgeted cost: **£57,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework portals for subjects, english, maths, science and MFL	Hegarty Maths, kerboodle and seneca are excellent portals that use video with well-thought out explanations, with carefully modelled examples, all learning built on pre-requisite knowledge. The portals have bespoke assessments perfectly matching the video and finally a simple and easy to use tracking system that allows teachers to focus on pupils' mistakes whilst making the collection of tracking data easy. Student's knowledge, understanding and confidence builds until they master the subject, helping them achieve their best possible results.	1 & 4
School-led/external tutoring programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups	1 & 6
Tutor time intervention – enhancement of our curriculum planning, funding teacher release time	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups	1 & 6
Alternative provision – curriculum adaptations for specific students where needed	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups	1 & 6
Additional Numeracy class for year 7 students who are performing below their peers, Approximately 10 students receive this intervention	Small group teaching is very effective as the smaller the group the better some students work as they will be better engaged in learning and they will receive greater feedback.	1 & 6
Scholars Programme – selected KS3 & KS4 students (HAP)	The programme aims to raise aspirations of disadvantaged students. Evidence has shown that Scholars Programme graduates are almost twice as likely to progress to highly-selective universities.	1 & 7
Group mentoring	A strong focus on developing efficacy within their studies will help us students to develop their confidence and self-belief. Students will be given an opportunity to understand effective learning habits and be equipped with strategies to embed these.	3, 4 & 7
Learning Beyond the Classroom week/days	Students are given cultural capital experiences via visiting speakers and trips out to galleries/museums. Such opportunities will expose students to a range of experiences that will broaden their horizons and raise their aspirations. Students will have access to a variety of	6

	subjects and visits that will help the importance of 'character', independent study, research and pursuing individual lines of enquiry.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£40,755**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform and equipment provision	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3 & 4
Attendance project - Embedding principles of good practice set out in DfE's Staff will get training and release time to develop and implement new procedures. Attendance officer will track and monitor the attendance of the vulnerable students	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Tracking and monitoring attendance allows key stakeholders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.	5
Additional EWO time	Further support from the Education Welfare Officer will help us to improve the attendance rates and reduce the unauthorised absence and truancy of our vulnerable students. In collaboration with the EWO we will be able to create initiatives that will support students and their families to ensure regular attendance and prevent the escalation of poor attendance.	4 & 5
Wellbeing support	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.	7
Child protection team provides support and intervention for our most vulnerable pupils and ultimately helps keep our pupils safe.	By identifying the needs and risks students face reduces the amount of negative incidents they'll encounter and allows support to be put in place in a timely manner. Investing in robust safeguarding ultimately improves the mental, social, emotional and physical health of our students making them more successful in the future.	7
Partnerships with Parents ensure parents are aware of their child's needs and to outline ways in which	A school can do as much as they can to narrow the gap, the origins of these differences lie in the child's home life. Parents generally want to do a good job but many lack the inner resources, social scripts, or models to help them achieve this. Therefore, working closely with	4

they can support their child at home	parents and also inviting parents into school for events which allow us to give them guidance, are crucial to narrowing the attainment gap	
School Social Worker in School	Additional support is needed for our students who face significant barriers to education as a result of experiences of adversity or trauma will enable us to understand the factors that affect students' education. As well as helping the school to devise appropriate interventions that will maximise each student's engagement and learning potential.	4, 5 & 7
Counselling support and inclusion intervention such as ELSA, Speech & language therapy, and mentoring.	These strategies increase focus, attention, self-control, classroom participation, and compassion. The impact will improve academic performance, ability to resolve conflict, and overall well-being. It will also decrease the level of stress, depression, anxiety, and disruptive behaviour. Mentoring connects a young person to personal growth and development, and social and economic opportunity. They become more relaxed; can focus on their goal, aware about their strengths and weaknesses.	3, 4 & 7
Careers advice and intervention in order to provide students with goals and a clear informed path to get there.	Career guidance promotes positive well-being, including recognising strengths, a focus on the future, setting achievable goals, and building a social identity through work. It enhances linkage of academic and career experiences and thus, improves career preparation. There is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.	4 & 6
Homework clubs	EEF research states that homework can have a +5 effect but that not all students have a quiet space for learning	1 & 4
Extra curricular programmes → Sport clubs → St Martins' Radio → Games club → Enrichment afternoon	Students who participate in extra curricular activities including sports and physical activity have favourable mental health by fostering feelings of safety, connection and purpose – ultimately leading to better mood states Sport can help to form the character of young people because it teaches behavioural habits like motivation, discipline, tenacity, competitive spirit, responsibility, perseverance, confidence, and self-esteem, which cannot always be acquired in the classroom.	3, 5 & 7

Total budgeted cost: £182,225

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 pupils in the **2021 to 2022** academic year.

The performance of the disadvantaged pupils is far better than those of non-disadvantaged students, which has shown that the PP gap has been narrowed.

As the pandemic impacted on all schools nationally, our disadvantaged students have seemed to out performed their peers in most areas.

disadvantaged pupils especially in the third lockdown, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was alleviated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources as well as provision of laptops and internet access to all disadvantaged students who were in need.

Our overall attendance in 2021/22 improved when compared to previous years (Covid years) of 2020 & 2021, the years of covid. Student's behaviour, wellbeing and mental health are making significant improvement with the many intervention/programmes that were initiated to support the student's outcome. The use of the pupil premium funding provided positive outcomes for all students.

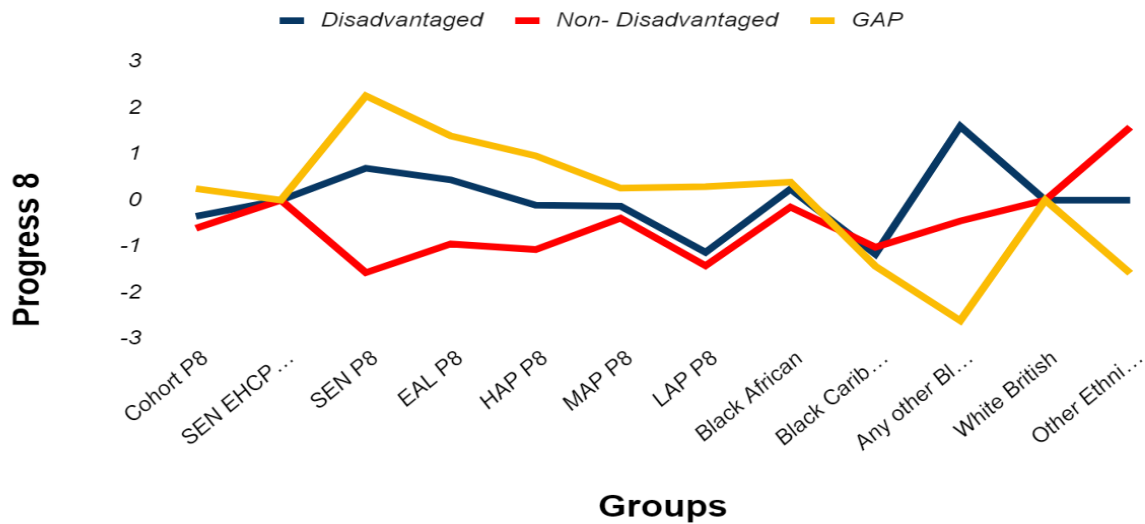
Where possible, planned interventions took place with some success. Tutoring, drop-in sessions, mentoring, careers support and alternative provision were all in place.

KS4 OUTCOME

Measures	2021/22		
	Disadvantaged	Non- Disadvantaged	GAP
Group			
Number of pupils	30	50	-20
5 9-5 grades (%)	40	44	-4
5 9-5 grades Inc/EM (%)	36.67	40	-3.33
Cohort P8	-0.35	-0.61	0.25
SEN EHCP P8	0	0	0
SEN P8	0.69	-1.57	2.26
EAL P8	0.44	-0.95	1.39
HAP P8	-0.11	-1.07	0.96
MAP P8	-0.13	-0.39	0.26
LAP P8	-1.13	-1.42	0.29
Black African	0.24	-0.15	0.39
Black Caribbean	-1.17	-1.02	-1.43

Any other Black background	1.6	-0.45	-2.61
White British	0	0	0
Other Ethnic Group	0	1.58	-1.58
English and Maths	57%	56%	1%
EBACC entries	56.67% (17)	56% (28)	0.67%

Pupil Premium Progress by Key Groups



The Premium Grant/NTP funding supported the students in their improved outcome through the strong tutoring programme provided by MyTutor for all students across the key stages.