

Part A: Pupil premium strategy plan

Statement of intent

We are a pilgrim school and we journey with Mary to become the person God intends us to be. Our mission is to work with our families to **guide** our pupils, develop their virtuous character and draw out their God-given gifts and talents so they may imitate Christ and reflect God in their daily lives.

We recognise that there are circumstances in life that present our disadvantaged students with additional challenges. Our mission as a school, through our pupil premium strategy, is to work with our disadvantaged pupils so that they are able to overcome any barriers to learning and achieve success. Our current pupil premium strategy focuses on three strands:

Tier 1 - Quality first teaching and access to the curriculum.

Tier 2 - Targeting academic support through the use of the National tutoring programme, school-based tutoring and/or academic mentor support. Need is identified through internal assessments, work scrutiny, data collections, assessment for learning in the classrooms, feedforward targeted assessments and analysis of internal assessment data (PPE's and the reader programme).

Tier 3 - Supporting wider development and well-being needs, including but not restricted to, those relating to the Covid-19 pandemic. Need is identified through pupil, parent and teacher voice and review of internal data (attendance, suspensions, data reports, CPOMS).

In addition, continuing to monitor, sustain and review our whole school approach by encouraging and enabling all staff to implement early intervention to ensure the needs of the children are met.

Challenges

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

Challenge number	Detail of challenge
1	Continue to narrow the gap in progress and attainment between non-DA and DA pupils.
2	Continue to build resilience and confidence. Our assessment with parents, pupils and staff indicates that DA pupils are less resilient and confident in own learning and learning styles.
3	Continue to narrow absence gap for DA pupils and non-DA. Review of data and external research all indicate that absenteeism negatively impacts disadvantaged progress.
4	Continue to increase the % of DA pupils entered for the EBacc. Government targets for EBacc entry are 90% by 2025.
5	Continue to improve literacy and oracy across the curriculum

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**

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.

Tier 1 - Quality first teaching and access to the curriculum

Budgeted cost: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop high quality first teaching and feedback</p> <ul style="list-style-type: none"> - Strategic leadership of key areas by members of SLT - Embedding metacognitive strategies in lessons - Teaching and learning strategies to actively engage DA pupils in lessons and ensure progress - Teaching staff to adopt a growth mindset with DA pupils, prioritise marking and feedback and carefully consider seating plans - Standards meetings - Staff CPD programme with emphasis on disciplinary reading/literacy - DA Forum - Exam technique and further preparation for formal exams is an important factor to consider 	<p>'Supporting high quality teaching is pivotal in</p>	

<ul style="list-style-type: none"> - Revision tips, Exam technique and further preparation for formal exams 		
<p>Continue to develop literacy strategies across the curriculum</p> <ul style="list-style-type: none"> - Literacy audit - Staff CPD - Support for dyslexia - Form time reading using the disciplinary reading method. - Specific disciplinary reading skills are taught in all subjects, as meets the needs of the cohort and subject. Where a student has been identified as a weaker reader, bespoke strategies are shared with all staff to support planning for them in all subjects. 	<p>The Improving Literacy (secondary) evidence report highlights the importance of a focus on prioritising 'disciplinary literacy' across the curriculum providing explicit vocabulary instruction to help students access and use academic language Reading comprehension strategies are high impact on average (+7 months in secondary) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Continue to develop oracy, strategies across the curriculum</p> <ul style="list-style-type: none"> - CPD of staff - Auditing - Cross faculty working group to research and implement strategies 	<p>The EEF literacy reports show that through structured classroom talk pupils, and particularly pupil premium pupils demonstrate improved academic outcomes. Pupils become learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. Research also indicates increased confidence and wellbeing which equips students to thrive in life beyond school helping them to progress and access employment. Successive employer surveys and reports from industry bodies such as the CBI, CIPD and IOD have highlighted the value businesses place on employees' communication skills.</p>	5

Develop disciplinary numeracy strategies across the curriculum

- Implementation of targeted support programme for dyscalculia

<p>Curriculum pathways assigned, including the English and Maths Mastery</p> <ul style="list-style-type: none"> - Review of the Key Stage 4 curriculum. - Year 9 TIG meeting held to discuss DA progress prior to the choices evening - Targeted DA pupils assigned to the EBacc, mastery and bespoke pathways - Careers interviews 	<p>Ensuring pupils are on the right courses increases self-confidence and motivation.</p>	<p>1</p>
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Tier 2 - Targeting academic support through the use of the National tutoring programme, school-based tutoring and/or academic mentor support

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>careers support and guidance</p> <ul style="list-style-type: none"> - Early career interview for all DA pupils in year 11 with follow up when required. - DA pupils are provided with the opportunity to take part in visits to places that promote careers. - Year 11 achievement and guidance meetings with senior staff provide appropriate post 16 guidance. - Appointments and follow up support (where appropriate) given on results day in August. 	<p>students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. EEF Impact of careers education on improving young people's outcomes. The Gatsby Benchmarks highlight the importance of addressing the needs of individual students and facilitating encounters with further education and careers</p>	
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Engagement in extra-curricular activities

Extra-curricular

- Subsidised funding for trips and music lessons
- DA engagement in extra-curricular activities audited and monitored to assess the extent to which DA are involved and to ensure extra-curricular activities are inclusive of all

uniform purchase		
Internal and External support for SEMH <ul style="list-style-type: none">- Weekly focal meetings held with the safeguarding and wellbeing team to discuss all pupils and DA pupils with SEMH need- External agency support- Additional day of Catholic Care, Safer schools' officer	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively	

<p>emails, phone calls, home visits where appropriate.</p> <ul style="list-style-type: none"> - Early Help plan and EHCP meetings - Improving links with feeder primary School 		
<p>Contingency fund to allow for response to acute issues - where needs have not yet been defined</p>		<p>ALL</p>

Total budgeted cost: £137,000

Pre-Pandemic Destinations: Sustained and strong destinations for DA pupils.

Destinations sustained	2015 leavers	Nat	Diff	2016 leavers	Nat	Diff	2017 leavers	Nat	Diff	2018 & 2019 leavers
DA										

Further information (optional)

As a school we are committed to: -

Embedding more effective practice around feedback and personalised learning. This has significant benefits for all pupils but especially DA pupils

Ensure that DA pupils are accessing extra-curricular activities (where appropriate)

Implementation of the BWCAT Bacculaureate