

## Pupil premium planned spend 2020 – 2021

1. Summary information				
School	St. Paul's Catholic Secondary School			
Academic Year	2020/21	Total PP budget (estimated July 2020)	£221,000	Date of most recent external PP Review March 2020
Total number of pupils	1386	Number of pupils eligible for PP	224	Date for next internal review of this strate February 2021

2. Results – 2018/19 (Most recent set of external results)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP
Progress 8 score average	-0.9	0.1
Attainment 8 score average	4.8	3.4
Basics 5+ inc. Eng and Maths	45.1%	10.3%
Basics 4+ inc. Eng and Maths	66.6%	33.3%
Maths Element (Average Attainment)	4.5	3.0
English Element (Average Attainment)	4.9	3.8
Open Element (Average Attainment)	4.9	3.4
EBacc Element (Average Attainment)	4.7	3.2
LPA Progress 8 score average	1.5	2.3

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers

<b>A.</b>	Lower prior attaining Disadvantaged (DA) students making less progress than other groups of students (both DA and Non-DA).
<b>B.</b>	DA students often lack the self-regulation strategies to manage their workload and require extra guidance and support.
<b>C.</b>	Poor attitudes to learning can manifest in poor learning behaviour in and out of school

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Persistent Absenteeism is higher amongst PP students than against Non PP students.
<b>E.</b>	Families that are reluctant to engage with school are more likely to have children who make very poor progress.

#### 4. Intended outcomes *(specific outcomes and how they will be measured)*

#### Success criteria

<b>A.</b>	Lower prior attaining Disadvantaged (DA) students make less progress than other groups of students (both DA and Non-DA) therefore a reduction in the gap between DA and NON DA students.	Success will be defined by diminishing the difference between DA and non-DA progress in the school, particularly with the lowest attaining students on entry.  We are aiming for the P8 and A8 gap in school to reduce overall whilst maintaining significantly positive figures for all students.
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<b>B.</b>	Improved levels of engagement from DA students within lessons so that they are skilled in independent and self-regulating learning strategies	Fewer consequence points awarded in lessons and greater impact of revision evident through outcomes upon in school testing and external examinations.
<b>C.</b>	Improved learning behaviours among DA students so that the levels of active participation will increase.	Reduced numbers of low and high level behaviour incidents logged and an increase in attainment/progress. Reduction in the proportion of DA students receiving sanctions at all levels.
<b>D.</b>	Increased attendance rates for pupils eligible for DA.	Increased attendance at school among DA students, to be more in line with the whole school attendance figures and the target of 96% attendance overall. The DA target for this year is 94% to ensure the gap is closing.
<b>E.</b>	Increase engagement with families, particularly with key groups who have historically been the most difficult to engage.	Increased attendance as above. Improved in-school gap in progress and attainment. See above for target. Softer targets to include more positive relationships between school and family, families seeing school as a positive place and increased support and attendance rates at key events such as Parents' Evenings.

## 5. Planned expenditure

Academic year

2020/21

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To create a 'Build back better' curriculum Intent and Implementation that is fit for purpose to deliver a broad and balanced curriculum (£5,000 staff time and CPD)	Ensure that this impacts the progress of PP students	Post-lockdown, curriculum need to address any gaps in knowledge and skills in order for students to re-engage and access a high quality learning experience	QA and scrutiny throughout	SLT/HOF/HODs	Each half term
QA to monitor implementation of Teaching and Learning protocols (£6,000 staff time)	Ensure that teaching staff are delivering consistently high quality learning experiences that secure progress to all students	DA students are still achieve nearly a grade lower than non-DA.  Previous QA shows that there is inconsistency across learning experiences which have led to lower rates of achievement and progress	QA – CPD delivered to all Middle leaders and monitored by SLT  Lesson observations linked to 'Focus on Five' with follow-up training for staff who have not embedded the strategies	SL/JSh  SLT  SL/AC – SW (CPD)	Each half term       By the end of Appraisal round 1

Regular training and reinforcement of Visible Learning approaches and evidence-based learning strategies (£6,500 CPD implementation)	QFT is understood to be meeting the needs of <i>all</i> students rather than misdiagnosis based on labelled groups	Focusing T&L strategies on groups has not narrowed the gap in attainment and progress – T&L strategies that focus on the needs of all students raises achievement	Regular item within Faculty meetings and Line Management discussions  Bespoke training delivered and monitored by empowering Middle leaders – impact is <i>wider reaching and builds</i>	SLT – HOFs/HODs	Each half term
To ensure that students are offered a rich and challenging curriculum suited to need. Future Pathways staffing (£12,000)	Students are given opportunities to access an appropriate curriculum and gain a range of vocationally related skills to help to prepare for Level 3 study.	0% Needs amongst all students. Future Pathways cohort are particularly vulnerable in this area.	Learning Walks/student voice Tracking intervals.	JC	Aug 21 (Results Data)

Review and refine curriculum offer  (No cost)	Curriculum need to be broad and balanced for all learners – incl a review of 2 yr KS3 and 3 yr KS4 to ensure curriculum meets all requirements	EBACC target not yet achieved  Not all LPA students have achieved in line with targets	SLT to review the curriculum offer in line with QA and results- refine to ensure pathways available that are aspirational for all students	SLT	January 2021
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## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To create a 'Build back better' support for students on return to school and to ensure that students are supported on their return to schools.</p> <p>(£8,500)</p>	<p>All students to receive the appropriate intervention and support to raise self-esteem and improve outcomes.</p>	<p>National advice and data show that mental health amongst young people is significantly affected by the loss of learning and social interactions caused by lockdown and isolation.</p>	<p>Review of Build back better through pastoral meetings and minutes</p> <p>SLT to review the build back better foci in line with student QA</p> <p>Behavioural incidents in lesson to be analysed and disseminated to PL's to review action planning</p>	<p>SLT PL's</p>	<p>Half termly</p>
<p>Alternate provision funding secured to ensure a range of pathways are accessed for PP learners. A greater range of pathways are explored such as Apprenticeship access and support through ASK.</p> <p>(£55 000)</p>	<p>For disadvantaged learners to follow a vocational route to secure improved end of Key Stage 4 attainment and progress and to measure the appropriateness of Post 16 choices.</p>	<p>A small percentage of disadvantaged learners complete Key Stage 4 with significantly lower attainment outcomes than non-disadvantaged learners.</p> <p>Alternate provision fulfils a route to enable these learners to pursue courses appropriate to their aspiration providing a bespoke curriculum.</p>	<p>Bi weekly student visits and weekly evaluation of attendance rates.</p> <p>Termly QA</p>	<p>DR/KW</p>	<p>Bi weekly for short term strategies for individual students</p> <p>Termly to consider curriculum offer for all students and quality provision.</p>

Identified students appropriately referred to Faith in Families services, mentors, early help, Barnardos health shop and a range of other internal and external services. (£27 000)	Improved attendance, attainment and achievement. Ability to deal with very complex needs of individual pupils addressed by specialist staff.	A range of complex needs are identified as barriers to learning and self-actualisation.	Feedback/minutes from VCM coordinator and DSL.	KW	Weekly – vulnerable child meeting.  Reduction of exclusion and isolation rates.
Continuation of employment for Assistant Progress Leaders who have a specific responsibility for PP students  (£9000)	Improved attainment and achievement. Reduced negative behaviour points and detentions	Mentors act as a positive role model. In general, mentoring builds confidence, develop resilience and character and raises aspirations.(EEF)	A positive improvement in praise points rewarded for positive learning habits. Reduction in exclusions and isolations for PP students.	SW	Half Termly
All PP students in Years 10 and 11 to receive CIAG external Level 6 meetings (£5000)	0% Neets	PP students are much more 'likely to become NEETs' in Post 16 education. <b><u>(House of Commons paper: 28<sup>th</sup> August 2018)</u></b>	Student voice through mentor meetings with SW with identified cohort in Year 11.  QA of CIAG meetings	SW/ZM/TG	January 2021 November 2021



Additional Pastoral Support to engage families, parents and carers through positive reward and connection. (£1000)	Engagement of parents and families in home learning	Significantly less engagement (-20% of PP students compared with non PP students) during lockdown 1.	Weekly meetings with PL and additional pastoral support team in order to evaluate current engagement strategies	SW/JP/PL	Half termly
Revision Guide purchase for all Year 11 students for all subjects. (£5 000)	Students to achieve higher P8 and A8 scores and improve upon independent quality revision.	Lower P8 and A8 scores against Non PP students across the PP cohort.	Progress Leader to lead on guiding PP students on independent revision techniques utilising the exam related revision guides – SW to review SOW in conjunction with JG. Student Voice.	SW/EW/DR	April 2021

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
School budget to top up FSM + Breakfast Club (£16000)	Improved punctuality to school, improved attendance rates.	Lower attendance rates for PP students caused by illness and lower immunity.	Monitor the financial uptake of the strategy and target students who are not maximising their opportunities	SW	Half Termly
Allocation of funding to include a dedicated	Reduction of PA students amongst the PP cohort.	In 20118/19 28% of PP students had attendance below 90% compared with Non PP students	Weekly meetings with Progress Leader and Attendance SLT lead.	SW/JP/PL's	Weekly

Attendance Officer to reduce Persistent absenteeism (£2 000)		of which only 9% were below 90%.			
Utilise funding to target widening participation visits to Universities to increase aspiration (£5000)	Disadvantaged students are motivated to have higher aspirations to improve outcomes at KS4 leading to level 3 study at post 16.	EEF and Sutton Trust data show that experiences in higher education can directly lead to higher aspiration and stronger outcomes for students.	Staff voice from accompanying members of staff on visits. Student voice. Close liaison with University providers.	SW/TG/ZM	Post visit per year group. (Termly)
World of work week (£5000)	Year 10 disadvantaged students gain access to a number of professions and build qualities and characteristics preparing them for the World of Work.	Student voice from 2018/19 demonstrates a strong engagement from PP students with 95% of students attributing World of Work week as a direct influencer in career decisions and aspirations used for Post 16 applications.	Regular planning meetings throughout the lent term to secure a positive experience for PP students. Review of evaluations from previous years to continue to update the offer with appropriate LMI locally.	SW/TG/SR	Post WOW week – July 2020 through Student voice evaluations Teacher voice evaluations Post 16 applications
Greater access to a rich and varied careers curriculum. (£3500)	To ensure that DA students are aspirational in their post 16 college choices and in their career aspiration.	Data analysis show that PP students' intended destination in Year 10 is only matched in 41% of cases to their actual destination in Year 11.	Compass evaluation to show improvement in all areas of the Gatsby Benchmarks. Implementation and use of an Alumni across all year groups.	SW//TG/ZM	Compass Jan 2021

PP Choice Spending (£26 000)	Students have the correct equipment, uniform, have access to extra-curricular trips and are able to contribute to the wider school community equitably with Non PP students.	Student Voice shows that students do not have access to resources or are able to participate in extra-curricular activities and trips equitably with non PP students.	Pastoral Board review of PP spend by student and Progress Leaders.	LW/SW  Progress Leaders	Half Termly
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## **Glossary**

DA Disadvantaged

PP Pupil Premium

LPA Low Prior Attainer

MPA Middle Prior Attainers

HPA High Prior Attainers

VCM Vulnerable Child Meeting

LOTC Learning outside the classroom