

PUPIL PREMIUM STRATEGY STATEMENT

School Overview

Metric	Data
School Name	Blessed Edward Oldcorne Catholic College
Pupils in School	1050
Proportion of Disadvantaged Pupils	16.5%
Pupil Premium Allocation this Academic Year	£164,610
Academic Years covered by Statement	2019/2020 – 2021/2022
Publish Date	October 2019
Review Date	Termly
Statement Authorised by	Greg McClarey - Headteacher
Pupil Premium Lead	Danny McCormack
Governor Lead	David Barclay
Last Formal Governors PP Visit and Report	30/1/20 (Termly)
Next Formal Governors PP Visit and Report	30/4/20
Requested Local Authority External PP Review	4/5/20

Disadvantaged Pupil Performance Overview for Last Academic Year

Starting Profile	U - 21%	M - 47%	L - 32%
Progress 8	-0.65		
Ebacc entry	12.82%		
Attainment 8	34.26		
% Grade 5+ in English and Maths	15.38%		

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	Year 1 – Ensure English progress moves into the 3 rd quintile. Future – Consolidate and improve on this	Summer 2020
Attainment 8	Year 1 – Ensure English attainment is better than the like for like comparator Future – Achieve in line with national	Summer 2020
% Grade 5+ in English and Maths	Year 1 – Achieve in line with the like for like comparator Future – Achieve in line with national	Summer 2020
Other	1. Continue to diminish the differences in attendance rates between PP and non PP students 2. Continue to diminish the differences in fixed term exclusion rates between PP and non PP students	July 2020
Ebacc entry	Ebacc entry profile reflects our commitment to a broad and balanced curriculum	February 2020

1. TEACHING PRIORITIES

Measure	Activity
Priority 1	Address PP underperformance within the English Department <ul style="list-style-type: none"> - <i>New English HOD to undertake the leadership training</i> - <i>New coherently and collaboratively planned English curriculum at KS3 & KS4</i> - <i>Move to 10 teaching groups at KS4</i> - <i>Visit other outstanding English departments</i> - <i>Initiate external consultancy support and moderation</i> - <i>Employ two new Wave 2 intervention tutors</i> - <i>TLR for whole school literacy</i> - <i>Draw upon governors support</i> - <i>Departmental moderation days</i>
Priority 2	Know your Disadvantaged Learners and work to overcome their individual barriers to learning <ul style="list-style-type: none"> - <i>Staff Teaching and Learning folders</i> - <i>Teaching and Learning and Pastoral Wednesday morning CPD for all staff</i> - <i>Barrier Reports/PEP Meetings/PP Cohort Profiles/Student Mentoring</i> - <i>Wave 1 Intervention strategies</i>

Priority 3	<p><u>Improving Literacy</u> <i>(Reference EEF Improving Literacy in Secondary Schools document)</i></p> <ul style="list-style-type: none"> - <i>Prioritise 'disciplinary Literacy' across the curriculum</i> - <i>Provide targeted vocabulary instruction in every subject</i> - <i>Develop students ability to read complex academic text</i>
Priority 4	<p><u>CPD</u></p> <ul style="list-style-type: none"> - <i>HOD's visit other 'outstanding' schools</i> - <i>Quality CPD to be cascaded across the college</i>
<u>Barriers</u> to learning these priorities address	<ol style="list-style-type: none"> 1. Increasing staff knowledge of individual learning needs of disadvantaged learners and the steps taken , strategies employed and resources accessed 2. Improving the progress of disadvantaged students in English 3. Teacher ability to incorporate academic and subject specific language to support students own literacy development 4. To meet the ongoing need for professional development at all levels to improve outcomes Low turnover of staff
Projected spending	£82,000

2. TARGETED ACADEMIC SUPPORT

Measure	Activity
Priority 1	<p><u>Wave 2 academic intervention</u> for NSR English & Maths and identified KS4 students</p> <ul style="list-style-type: none"> - <i>In school 'catch up' sessions for NSR (KS3)</i> - <i>GCSE 'needs based' interventions (KS4)</i> - <i>Barrier Reports from 1to1 interviews</i> - <i>Appoint two new wave 2 intervention tutors</i>
Priority 2	<p>Help students to access and organise <u>home study</u></p> <ul style="list-style-type: none"> - <i>Homework Review</i> - <i>Expectation Evenings for every year group</i> - <i>Re-structuring of homework club</i> - <i>Parental Engagement</i> - <i>Half Termly disadvantaged reports from HOY's (SLT links)</i>
Priority 3	<p>Review and restructure current <u>TA provision</u></p> <ul style="list-style-type: none"> - <i>To ensure effective, targeted academic support</i>
Priority 4	<p><u>Wave 3</u> holistic intervention</p> <ul style="list-style-type: none"> - <i>Lead learning mentor supporting students on a one to one basis</i>
<u>Barriers</u> to learning these priorities address	<ol style="list-style-type: none"> 1. Lack of progress across KS2 – KS4 2. Engagement with parents to raise the importance of home study 3. Effective use of targeted TA intervention 4. Ensuring all aspects of intervention are considered for a more holistic approach
Projected spending	£41,000

3. WIDER STRATEGIES

Measure	Activity
Priority 1	Increase the attendance of disadvantaged learners <ul style="list-style-type: none"> - <i>Develop and enhance the role of our attendance officer</i> - <i>Creation of 'absence profiles'</i>
Priority 2	Reduce the fixed term exclusion rate for disadvantaged learners <ul style="list-style-type: none"> - <i>Develop and enhance the role of our lead learning mentor</i>
Priority 3	<u>Social and Emotional Learning</u> <i>(Reference EEF Social & Emotional Learning Toolkit)</i> <ul style="list-style-type: none"> - <i>Sanctuary</i> - <i>Full time counsellor</i> - <i>Be You Programme</i> - <i>SJB Room</i> - <i>College Virtues</i> - <i>RSE Programme</i> - <i>Character Education</i> - <i>Restorative Justice</i> - <i>Clear and consistent approach to classroom management and centralised sanctions system</i> - <i>Specialist Wave 2 interventions</i>
Priority 4	Raise the aspirations of our disadvantaged learners <ul style="list-style-type: none"> - <i>Develop and enhance the role of our careers and aspirations co-ordinator</i> - <i>Pupils are ready for the next stage of education</i> - <i>Aspire to a 20% model for all enrichment activities</i>
Priority 5	Increase parental engagement <ul style="list-style-type: none"> - <i>PEP meetings</i> - <i>Expectations Evening for all year groups</i> - <i>College App</i> - <i>College Website</i>
Priority 6	Develop our existing ' needs based ' whole college intervention strategy <ul style="list-style-type: none"> - <i>Develop and enhance the role of our raising standards co-ordinator</i>
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Increasing staff and parental awareness of the impact of absence 2. No access to the curriculum 3. Dedicated PSHE leadership 4. Low awareness of post 16 options 5. Historic lower relative rate of engagement 6. Interventions not always based on need
Projected spending	£41,000

MONITORING AND IMPLEMENTATION

Area	Monitoring Challenge	Implementation
MAIN TEACHING CHALLENGE	Ensuring enough time is given over to allow for staff professional development and dissemination of PP and CPD strategies in the classroom Ensuring consistent marking and monitoring across the English department	Re-scheduling of college diary to incorporate weekly CPD sessions Departmental curriculum planning afternoons Regular cycle of staff CPD SLT link area mentoring
MAIN TARGETED SUPPORT CHALLENGE	Ensuring all disadvantaged learners have effective wave 2 interventions on a 'needs' basis	Employ additional Wave 2 intervention mentors
MAIN WIDER STRATEGIES CHALLENGE	Ensuring that disadvantaged learners have access to and benefit from our whole school experience	Creation of individual profiles for all of our disadvantaged learners

LAST YEAR'S AIMS AND REVIEW

Aim	Outcome
PP students achieve in line A8 and P8 scores	Working towards School A8 = 36.5 Nat. = 33.7 School P8 = -0.65 Nat. = -0.45 Maths A8 = 7.33 P8 = -0.13 English A8 = 6.72 P8 = -1.00 This cohort contained 9 managed move students
Develop an inclusive ethos and tailored provision for PP students to help reduce the number of them receiving fixed term exclusions	Achieved New Behaviour Strategy implemented inc. a new Restorative Justice Programme and the establishment of our St. John Bosco Room During this academic year the number of PP fixed term exclusions dropped by 50%
Improve PP attendance	Achieved Dedicated attendance officer and SLT member with responsibility for attendance. In school attendance gap - 2016-2017 = -3.8 2017-2018 = -3.6 2018-2019 = -2.5 The school is in the top 20% of schools nationally for attendance

<u>Expenditure Academic Year - 2018/19</u>	
Quality Teaching for All	£30,567
Targeted Support	£116,118
Other Approaches	£47,460

YEAR 7 LITERACY AND NUMERACY CATCH UP PREMIUM										
Allocation = £12,300 p.a.										
How we intend to spend the allocation	Widening Wave 2 intervention by training Learning Support Mentors Implementing baseline profile assessment resources – GL assessment Year 6 targeted ‘vulnerable student additional transition days Year 6/7 cluster meetings – curriculum provision									
How we spent last year’s allocation	Targeted Wave 2 interventions for NSR students – groups of 3 or 4 following KS2 national expectations programme									
How last year’s allocation made a difference to the attainment of the pupils who benefit from the funding	<table border="1"> <thead> <tr> <th><u>NSR</u></th> <th><u>ENGLISH</u></th> <th><u>MATHS</u></th> </tr> </thead> <tbody> <tr> <td>ENTRY</td> <td>45</td> <td>44</td> </tr> <tr> <td>END OF YEAR 7</td> <td>5</td> <td>4</td> </tr> </tbody> </table>	<u>NSR</u>	<u>ENGLISH</u>	<u>MATHS</u>	ENTRY	45	44	END OF YEAR 7	5	4
<u>NSR</u>	<u>ENGLISH</u>	<u>MATHS</u>								
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END OF YEAR 7	5	4								

CLA – PP+ & PLAC	
10 students Extensive dedicated individual reports and action plans managed by our designated looked after lead	