

## **PUPIL PREMIUM STRATEGY STATEMENT**

**2020/2023**

### **SCHOOL OVERVIEW**

<b>Metric</b>	<b>Data</b>
School Name	Blessed Edward Oldcorne Catholic College
Pupils in School – October 2020	1041
Proportion of Disadvantaged Pupils	16.3%
Pupil Premium Allocation this Financial Year	£137,200
Academic Years Covered by Statement	2020/2021 – 2022/2023
Publish Date	October 2020
Review Dates	Diarised Termly & Regularly by SLT
Statement Authorised by	Greg McClarey - Headteacher
Pupil Premium Lead	Danny McCormack – Deputy Headteacher
Governor Lead	David Barclay
Last Formal Governors PP Visit and Report	1/10/20 (Termly)
Next Formal Governors PP Visit and Report	14/1/21
Requested Local Authority External PP Review	Summer Term 2021
PP Lead attended National Reviewer Training	May/June 2020

### **DISADVANTAGED PUPIL PERFORMANCE OVERVIEW FOR THE PREVIOUS ACADEMIC YEAR**

Starting Profile	U - 49%	M - 42%	L - 9%
Progress 8	N/A		
Ebacc entry	10.34%		
Attainment 8	47.48		
% Grade 5+ in English and Maths	34%		

## **STRATEGY AIMS FOR DISADVANTAGED PUPILS**

<b>AIM</b>	<b>TARGET</b>	<b>TARGET DATE</b>
Progress 8	PP students perform in line with national Focus on improved progress in English	Summer 2021
Attainment 8	PP students perform in line with national Focus on improved attainment in English – Fischer 20	Summer 2021
% Grade 5+ in English and Maths	PP students perform in line with national Focus on improved improvement in English	Summer 2021
Other	<ol style="list-style-type: none"> <li>1. Continue to diminish the differences in <u>attendance rates</u> between PP and non PP students</li> <li>2. Continue to diminish the differences in <u>fixed term exclusion</u> rates between PP and non PP students</li> </ol>	July 2021
Ebacc entry	Ebacc entry profile reflects our commitment to a broad and balanced curriculum	February 2021

### **1. TEACHING PRIORITIES**

<b>MEASURE</b>	<b>ACTIVITY</b>
Priority 1	<p><b><u>High Quality Teaching for All</u></b></p> <ul style="list-style-type: none"> <li>- <i>Prioritising the curriculum</i></li> <li>- <i>Quality assurance of lesson planning, content and delivery to include long term memory retention, retrieval practice, special learning and recall tests</i></li> <li>- <i>Evidence within Teaching and Learning folders of whole class feedback addressing misconceptions</i></li> <li>- <i>Evidence of rigour with staff following college expectations</i></li> </ul>
Priority 2	<p><b><u>Know your Disadvantaged Learners</u></b></p> <ul style="list-style-type: none"> <li>- <i>Increase staff understanding of student's individual barriers to learning</i></li> <li>- <i>Continue to monitor staff Teaching and Learning folders including specific student details from the weekly Teaching and Learning and Pastoral CPD for all staff</i></li> <li>- <i>Whole school Intervention Plan/Mint Class updates/Barrier Reports/PEP Meetings/PP Cohort Profiles/Student Mentoring shared with all classroom teachers</i></li> <li>- <i>SLT monthly Intervention monitoring meetings</i></li> <li>- <i>Wave 1 Intervention strategies</i></li> <li>- <i>Effective diagnostic assessment identifying gaps and setting goals</i></li> </ul>
Priority 3	<p><b><u>Improving Literacy</u></b></p> <ul style="list-style-type: none"> <li>- <i>Embed PIXL unlock resources across the curriculum (Technical vocabulary for each subject – Tier 2 then stretching to Tier 3 Aspirational vocabulary)</i></li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Provide targeted vocabulary instruction in every subject including a focus on etymology</i></li> <li>- <i>Embed specific reference to Literacy in departmental schemes of learning</i></li> <li>- <i>Use of Circle Time to enable students to practice oracy thus becoming more confident to speak in formal situations and avoiding use of colloquial language or slang</i></li> <li>- <i>CPD opportunities for our newly appointed Literacy lead</i></li> </ul>
Priority 4	<p><b><u>Focus on Professional Development</u></b></p> <ul style="list-style-type: none"> <li>- <i>Quality CPD to be cascaded across the college, especially to support home learning</i></li> <li>- <i>Development of a knowledge rich curriculum</i></li> <li>- <i>All departmental curriculums reviewed and rewritten to enrich student experience of a knowledge rich curriculum</i></li> <li>- <i>Provide students with exposure to opportunities and experiences to enhance their cultural capital</i></li> </ul> <p><i>Provide opportunities for HOD's to visit 'outstanding' departments in other schools</i></p>
Priority 5	<p><b><u>Continue to address previous PP underperformance within the English Department</u></b></p> <ul style="list-style-type: none"> <li>- <i>English HOD continues to undertake the leadership training</i></li> <li>- <i>Review new coherently and collaboratively planned English curriculum at KS3 &amp; KS4</i></li> <li>- <i>Review the effectiveness of moving to 10 teaching groups at KS4</i></li> <li>- <i>Members of the English dept. to visit other outstanding English departments</i></li> <li>- <i>Implement the findings of our external consultancy support and moderation</i></li> <li>- <i>Review the impact of our two new Wave 2 intervention tutors</i></li> <li>- <i>Review the impact of the TLR for whole school literacy</i></li> <li>- <i>Link governor visit</i></li> <li>- <i>Departmental moderation days</i></li> <li>- <i>HOD to present an English dept. progress update to the full governing body</i></li> <li>- <i>Student voice feedback regarding the KS4 set text</i></li> </ul>
<b><u>Barriers to learning these priorities address</u></b>	<ol style="list-style-type: none"> <li>1. Time required for rigorous monitoring and quality assurance</li> <li>2. Increasing staff knowledge of the individual learning needs of disadvantaged learners</li> </ol> <p>An awareness of the steps that need to be taken, whole school strategies that need to be employed and resources that need to be accessed</p> <ol style="list-style-type: none"> <li>3. Teacher ability to incorporate academic and subject specific language to support student's own literacy development</li> <li>4. Demand to meet the ongoing need for professional development at all levels to improve outcomes</li> <li>5. Improving the progress of disadvantaged students in English</li> </ol>
Projected spending	£68,600

## 2. TARGETED ACADEMIC SUPPORT

MEASURE	ACTIVITY
Priority 1	<p><b><u>Establish a School Wide Intervention Plan</u></b></p> <ul style="list-style-type: none"> <li>- <i>Distribute to all staff – add individual student detail to Mintclass</i></li> <li>- <i>Make continued reference to content in staff CPD and weekly briefing sessions</i></li> <li>- <i>SLT and key staff meet monthly to review the plan</i></li> <li>- <i>Expand and develop our existing ‘needs based’ whole college intervention strategy</i></li> <li>- <i>Consolidate the role of our raising standards co-ordinator</i></li> </ul>
Priority 2	<p><b><u>Planning for Students with SEND</u></b></p> <ul style="list-style-type: none"> <li>- <i>Review the New LSM Provision</i></li> <li>- <i>To ensure effective, targeted academic support</i></li> <li>- <i>Ensure that within individual LSM caseloads, individual students can access the curriculum and are having their particular learning needs provided for</i></li> </ul>
Priority 3	<p><b><u>Help Students to Access and Organise Home Study</u></b></p> <ul style="list-style-type: none"> <li>- <i>Review of remote learning provision at home and providing identified students with chrome books</i></li> <li>- <i>Provide parents with access to Knowledge Organisers for every topic, in every curriculum area</i></li> <li>- <i>Homework Review - including setting all homework and uploading every lesson into Google Classrooms</i></li> <li>- <i>Expectation Evenings for every year group</i></li> <li>- <i>Re-structuring of homework club</i></li> <li>- <i>Parental Engagement - PEP Meetings</i></li> <li>- <i>Half Termly disadvantaged reports from HOY's (SLT links)</i></li> </ul>
Priority 4	<p><b><u>High Quality Tutoring</u></b></p> <p><b><u>Wave 2 Academic Intervention</u></b></p> <ul style="list-style-type: none"> <li>- <i>In school ‘catch up’ sessions for NSR (KS3) &amp; GCSE ‘needs based’ interventions (KS4) – Supported by a team of Intervention tutors and teachers</i></li> <li>- <i>Barrier Reports established from 1to1 interviews and shared with staff on Mintclass</i></li> <li>- <i>High quality 121 and small group tuition</i></li> <li>- <i>Weekly SLT English &amp; Maths meetings</i></li> <li>- <i>PP L10 groups established for all subjects</i></li> </ul> <p><b><u>Wave 3 Holistic Intervention</u></b></p> <ul style="list-style-type: none"> <li>- <i>Lead learning mentor supporting students on a one to one basis</i></li> <li>- <i>Appoint a new Lead Learning mentor assistant</i></li> <li>- <i>Needs based 121 interventions including CLA, EHCP</i></li> </ul>

<u>Barriers</u> to learning these priorities address	<ol style="list-style-type: none"> <li>1. 'Know your students' - Staff awareness of the needs of every individual child</li> <li>2. Effective deployment of LSM's</li> <li>3. Lack of remote learning provision or learning structure at home</li> <li>4. Ensuring all aspects of intervention are considered for a more holistic approach</li> </ol>
Projected Spending - £34,300	

### **3. WIDER STRATEGIES**

MEASURE	ACTIVITY
Priority 1	<p><b><u>Supporting Students Social, Emotional and Behavioural Needs</u></b></p> <ul style="list-style-type: none"> <li>- <i>Provide support for disadvantaged students especially wellbeing and mental health concerns within the current Covid climate (SJB Provision) – Ensure they feel 'safe'</i></li> <li>- <i>Establish the Edge Programme – participants initially based on the Year 7 PASS survey and feeder school information on entry</i></li> <li>- <i>PDE Programme – Key Themes – RSE, PSHE, British Values, Safeguarding, College Virtues, Online Safety, Citizenship and SMSC</i></li> <li>- <i>Full time counsellor - including specialist wave 2 group and Wave 3 121 interventions</i></li> <li>- <i>Restorative Justice</i></li> <li>- <i>POP – Positive Outcomes Project</i></li> <li>- <i>Be You Programme</i></li> <li>- <i>Sanctuary Provision</i></li> <li>- <i>Character Education</i></li> <li>- <i>Clear and consistent approach to classroom management and centralised sanctions system</i></li> <li>- <i>Pastoral team members fully trained in mental health and first aid</i></li> <li>- <i>Increase whole staff knowledge in trauma and mental health through CPD sessions</i></li> <li>- <i>Assign 4 student social workers to work to support our whole school social and emotional provision</i></li> </ul>
Priority 2	<p><b><u>Communicate with and Support Parents</u></b></p> <ul style="list-style-type: none"> <li>- <i>Regular cycle of PEP meetings</i></li> <li>- <i>Regular Pastoral Support meetings</i></li> <li>- <i>'Expectations Evenings' for all year groups</i></li> <li>- <i>Personal invitations to Parents Evenings</i></li> <li>- <i>Home visits</i></li> <li>- <i>Appointment of a Pastoral Support Administrator</i></li> <li>- <i>Seek opportunities for Positive contact/communication home</i></li> <li>- <i>'No homework' texts</i></li> <li>- <i>College App promotion &amp; awareness of online curriculum support e.g. Knowledge Organisers</i></li> <li>- <i>College Website</i></li> <li>- <i>Encourage summer reading</i></li> </ul>

MEASURE	ACTIVITY
Priority 3	<p><b><u>Raise the Aspirations of our Disadvantaged Learners</u></b></p> <ul style="list-style-type: none"> <li>- <i>Develop and enhance the role of our careers and aspirations co-ordinator</i></li> <li>- <i>Aspire to a 20% model for all enrichment activities</i></li> <li>- <i>Priority for events and visits using NCOP funding</i></li> <li>- <i>Individual careers interview for all PP students in Year's 9,10&amp;11</i></li> <li>- <i>Prioritise for additional help e.g. External link interviews for apprenticeships</i></li> <li>- <i>Ensure pupils are ready for the next stage of education (KS5)</i></li> <li>- <i>Application process support</i></li> <li>- <i>Year 12 invited back for additional support e.g. NEET's</i></li> </ul>
Priority 4	<p><b><u>Increase the Attendance of Disadvantaged Learners</u></b></p> <ul style="list-style-type: none"> <li>- <i>Develop and extend the role of our attendance officer</i></li> <li>- <i>Weekly Mts. CC/CS &amp; Fortnightly Mts. CC/CS/GM</i></li> <li>- <i>Home visits</i></li> <li>- <i>Text home before 11.00am each day</i></li> <li>- <i>HOY issued with priority lists for action</i></li> <li>- <i>Parents invited in for Mts.</i></li> <li>- <i>Courtesy calls home relating to 'patterns' and return dates</i></li> <li>- <i>100% weekly attendance rewards</i></li> <li>- <i>Appropriate penalty notices employed where necessary</i></li> </ul>
Priority 5	<p><b><u>Reduce the Fixed Term Exclusion Rate of our Disadvantaged Learners</u></b></p> <ul style="list-style-type: none"> <li>- <i>Develop and enhance the role of our lead learning mentor inc. CLA/PP+ 121 mentoring and attending all PEP reviews</i></li> <li>- <i>Enhance the provision opportunities within our SJB Room inc. increasing 121 PP interventions and selected priority access</i></li> </ul>
<u>Barriers</u> to learning these priorities address	<ol style="list-style-type: none"> <li>1. Student wellbeing and mental health</li> <li>2. Willingness and support of parents to engage</li> <li>3. Low awareness and desire to access post 16 options</li> <li>4. Increasing staff and parental awareness of the impact of absence</li> <li>5. Historic lower relative rate of engagement</li> </ol>
Projected spending	£34,300

## **MONITORING AND IMPLEMENTATION**

<b>AREA</b>	<b>MONITORING CHALLENGE</b>	<b>IMPLEMENTATION</b>
<b><u>MAIN TEACHING CHALLENGE</u></b>	<p>Ensuring enough time is given over to allow for staff professional development and dissemination of PP and CPD strategies in the classroom</p> <p>Ensuring consistent marking and monitoring across the English department</p>	<p>Re-scheduling of college diary to incorporate weekly CPD sessions</p> <p>Departmental curriculum planning afternoons</p> <p>Regular cycle of staff CPD</p> <p>'Know your students'</p> <p>SLT link area mentoring</p>
<b><u>MAIN TARGETED SUPPORT CHALLENGE</u></b>	<p>Ensuring all disadvantaged learners have effective wave 2 interventions on a 'needs' basis</p>	<p>Employ additional Wave 2 intervention mentors</p>
<b><u>MAIN WIDER STRATEGIES CHALLENGE</u></b>	<p>Ensuring that disadvantaged learners have access to and benefit from our whole school experience</p> <p>Ensuring that all extra-curricular organisers include PP students</p>	<p>Creation of individual profiles for all of our disadvantaged learners</p> <p>Adoption of a school wide 20% model</p>

## **LAST YEAR'S AIMS AND REVIEW – 2019/2020**

<b>AIM</b>	<b>OUTCOME</b>
<p>PP students achieve in line A8 and P8 scores</p>	<p><u>CENTER ASSESSED GRADES</u> SUMMER 2020</p> <p>A8 – 47.48</p> <p>Grade 5+ English &amp; Maths – 34%</p> <p>Starting Profile = U-49% M – 42% L – 9%</p>
<p>Develop an Inclusive Ethos and tailored provision for PP students to help reduce the number of them receiving fixed term exclusions</p>	<p>Achieved</p> <p>New Behaviour Strategy embedded including our Restorative Justice Programme and St. John Bosco Room</p> <p><u>PP FT Exclusions</u></p> <p>2017-18 = 30 (68 Days)</p> <p>2018-19 = 16 (22 Days)</p> <p>2019-20 = 8 (7 Days - up to March 2020)</p> <p>2018/19 PP - Behaviour specific access = 39% = 31 students (99 Days)</p> <p>2019/20 PP - Behaviour specific access = 39% = 30 students (45 Days)</p> <p>2018/19 PP - 121 access = 50% = 8 students</p> <p>2019/20 PP - 121 access = 38% = 13 students</p> <p>Nov. 2020 – Currently 16 PP students 121 access</p>

Improve PP Attendance	<p>Achieved/working towards = Constant focus Dedicated attendance officer and SLT member with responsibility for attendance.</p> <p>In school attendance gap - 2016-2017 = -3.8 2017-2018 = -3.6 2018-2019 = -2.5 3 Year Average = -3.6%</p> <p>2019-2020 = -4.9 (up to March 2020)</p> <p>The school is in the top 20% of schools nationally for overall attendance</p>
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### **EXPENDITURE ACADEMIC YEAR - 2019/20**

Quality Teaching for All	2018/19 - £30,567	2019/20 - £82,000
Targeted Support	2018/19 - £116,118	2019/20 - £41,000
Other Approaches	2018/19 - £47,460	2019/20 - £41,000

<b>YEAR 7 LITERACY AND NUMERACY CATCH UP PREMIUM</b>	Allocation = £11,564
How we <u>intend to spend</u> the allocation. <u>2020/2021</u>	<p>Sept. 2020 NSR English = x16 Maths = x14 Both = x13 (GL Assessment)</p> <ul style="list-style-type: none"> <li>- Employ two Wave 2 intervention tutors for English – 10 hours per week</li> <li>- Employ one Wave 2 intervention tutor for Maths (AM)</li> <li>- Implementing baseline profile assessment resources – GL assessment</li> <li>- Year 6 targeted 'vulnerable' student additional transition days</li> <li>- Year 6/7 cluster meetings – curriculum provision</li> </ul>
How we spent <u>last year's</u> allocation.	<ul style="list-style-type: none"> <li>- One wave 2 intervention tutor - £3,000 (SL) Targeted Wave 2 interventions for NSR students – groups of 3 or 4 following KS2 national expectations programme</li> <li>- Purchased GL Assessment for new Year 7 2020 cohort - £6,000</li> </ul>

<p>How <u>last year's allocation</u> made a difference to the attainment of the pupils who benefit from the funding. 2019/2020.</p>	<p><u>NSR</u> Year 7 – SAT's Scores</p> <table border="0"> <tr> <td data-bbox="794 174 1114 210"><u>ON ENTRY</u></td> <td data-bbox="1114 174 1423 210"><u>END OF YEAR 7</u></td> </tr> <tr> <td data-bbox="794 228 1114 264">English – 37</td> <td data-bbox="1114 228 1423 264">English 16</td> </tr> <tr> <td data-bbox="794 268 1114 304">Maths – 27</td> <td data-bbox="1114 268 1423 304">Maths 18</td> </tr> <tr> <td data-bbox="794 309 1114 344">Both – 16</td> <td></td> </tr> </table>	<u>ON ENTRY</u>	<u>END OF YEAR 7</u>	English – 37	English 16	Maths – 27	Maths 18	Both – 16	
<u>ON ENTRY</u>	<u>END OF YEAR 7</u>								
English – 37	English 16								
Maths – 27	Maths 18								
Both – 16									

<b>CLA – PP+ &amp; PLAC – September 2020</b>	
<p>10 LAC students</p> <p>7 PLAC students</p> <p>Extensive dedicated individual reports and action plans managed by our designated looked after lead</p>	<p>Looked after Team enhanced with 3 other members of staff supporting DT</p> <p>Kip McGrath intervention support for English &amp; Maths</p> <p>PEP's all flagged as top category Green standard</p> <p>Smart targets set and funding specifically allocated to the individual child</p> <p>Various 121 support strategies employed</p> <p>Mentoring programme from supporting team</p>