

# Pupil premium strategy statement 2019-2020

## School overview

Metric	Data
School name	St Peter and St Paul Catholic Voluntary Academy
Pupils in school	526 Y7 - 11
Proportion of disadvantaged students	25.7%
Pupil premium allocation this academic year	£126,188
Academic year or years covered by statement	2019-2022
Publish date	September 2019
Review date	July 2020
Statement authorised by	Mrs R Le Caplain
Pupil premium lead	Mr P Wilkinson
Governor lead	Mrs D Hipworth

## Disadvantaged pupil performance 2019

Progress 8	-0.4
Ebacc entry	15%
Attainment 8	33.1
Percentage of Grade 5+ in English and maths	10%

## Strategy aims for disadvantaged students

Aim	Target	Target date
Progress 8	Achieve above average for progress made by disadvantaged students amongst similar schools	August 2022
Attainment 8	Achieve broadly in line with national average attainment for all students	August 2022
Percentage of Grade 5+ in English and maths	Achieve average English and Mathematics grade 5+ for similar schools	August 2022
Attendance	Attendance to be in line with national average	August 2022
Ebacc entry	National average EBacc entry for all students	August 2022

## Teaching priorities for 2019-20

Measure	Activity
Quality First Teaching	Continue to develop the use of quality first teaching, especially the use of assessment, feedback and reporting to better inform planning. All staff to consistently link Pathway/examination criteria and vocabulary to setting targets, assessment and feedback to students.
Subject Development	Work with the Nottingham Catholic Teaching School Alliance (NCTSA); Subject Leaders attend CPD and network meetings for all subjects. SLEs in RE, English and Mathematics further support the continual professional development of staff within these departments.
Barriers to learning these priorities address	Disadvantaged students achieve less well and make less progress than other students
Projected spending	£46,000

## Targeted academic support for 2019-20

Measure	Activity
Literacy (Reading)	Literacy interventions across KS3 for low attaining disadvantaged students: Accelerated Reader will continue to be used in Y7 & 8 and for those students who need continued support in older years. Additional support will be targeted for those eligible for PP.
Numeracy	Mathematics and numeracy Intervention: support students, including high ability, in all key stages at risk of underperforming, to improve mathematical skills through 121 and small group intervention.
Barriers to learning these priorities address	On average students who are eligible for PP are below national average on entry to Y7 and have lower rates of numeracy and literacy compared to their peers: impacting on learning across the curriculum.
Projected spending	£45000

## Wider strategies for 2019-20

Measure	Activity
Attendance	Introduce a 'text messaging' programme for first day absence across all year groups. Faith in families support worker to liaise with families/students.
Students receive the required additional care, resources,	Identify targeted behaviour intervention for individual students: in-house support groups, First steps to

support and guidance to improve their learning behaviour and raise aspiration.	Study, counselling. Faith in families support worker to liaise with families/students.
Students with poor home learning environments will receive resources and/or opportunities to support their learning.	Disadvantaged students to access online resources including Mathswatch and GCSEPod as well as homework tasks therefore a range of locations will be available for student access, before, during and after school. Revision materials provided for Year 11 students. Additional staffing will support targeted Year 11 students.
Barriers to learning these priorities address	Engagement of students/parents for those students who have persistent absence.
Projected spending	£38200

### Monitoring and implementation 2019-20

Area	Challenge	Mitigating action
Teaching	Ensure sufficient time is given to allow staff professional development	Use INSET days, twilight T & L sessions, provide cover and transport costs.
Targeted support	Ensure sufficient time for Subject Leaders in English and Mathematics to meet SLEs; meet with their department to develop strategies and monitor intervention.	Ensure department meetings are in place; provide cover for additional department development meetings.
Wider strategies	Engaging some students/families, especially those with most need.	Work closely with SENCO and put in place support worker (Faith in Families)

### Review: 2019-20 up to Feb 2020, prior to lockdown, tracking of students showed:

Aim	Outcome
The gap between students eligible for PP and Non PP students will be reduced.	Y10 cohort PP students were meeting the FFT20 targets for the basics measure (English & Mathematics) grades 4 and above; PP students in History were achieving as well as non-PP students. Y11 PP students in Mathematics were beginning to close the gap with other students in Mathematics.
Improve literacy (reading) and numeracy.	Literacy is improving for the less able students; evidenced by the increase in reading ages for majority of Year 7 & 8 disadvantaged students. In Y7 more PP students than non-PP students are tracking on the 'Developing' Pathway in English and a similar percentage

	of PP compared to non-PP students in Mathematics.
Increased attendance rates	Percentage attendance for PP students was beginning to improve January 2020.

**Review: 2019-20 during lockdown:** The focus changed to ensure all PP students had access to the work set by subject teachers (all school work was set through Microsoft 365, SharePoint) by providing printed work packs at regular intervals. If they were unable to be collected at Reception, these were delivered to the home.

Regular contact was made to the most vulnerable students to ensure they were well, and able to access the work set.

For some students additional revision and practice books in Mathematics (KS3) were provided, intervention books and for some access to 'Nessy' to support literacy.

Individual students required further support in order to cope with the situation at that time; this was provided through attendance during the school day throughout the term time, half terms and Easter holidays; supported by teachers or teaching assistants.

**Review: 2019-20** will continue until March 2021, however from January 2020 full reviews were undertaken in both curriculum and behaviour and attitudes, which has led to the development of new practices and systems. 'The EEF Guide to Pupil Premium' and especially the statement *'most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.'* has provided guidance to ensure our systems allow our disadvantaged students to have the best opportunities for future success.

The curriculum review led to the implementation of the Quality of Ed framework (2020) which fully supports the intent to reconnect our students with learning and knowledge.

In particular:

- From September 2020, KS3 will be across 3 years from Year 7 to 9, allowing the Year 9 students the opportunity to develop further their knowledge, skills and learning before commencing KS4 courses;
- A Year 7 Foundation programme, for those students who need more time to become 'secondary ready', will follow the same Year 7 programme of study as other students, however with additional support and scaffolding, to ensure they are prepared for Year 8;
- 2020 Year 10 have reduced their options by one to maximise the time allocation for these subjects as well as to give students fewer subjects to study, revise, and prepare for examination.
- Development of the Academy Teaching and Learning Strategy that puts knowledge, memory, reading and comprehension at the forefront and which is underpinned by Rosenshine's Principles (direct instruction), scaffolding and quality feedback.
- Assessment to promote learning and progress has been refined to help learners embed and use knowledge fluently as well as evidence pupil progress more readily.

The behaviour and attitudes review showed there was evidence of good practice and use of Restorative Justice which was then harnessed to provide support and training for other colleagues.

- The Behaviour, Anti-Bullying and Safeguarding policies have been revisited, in order to ensure the standards of behaviour management are consistent across the Academy.
- The Academy has high expectations for students' behaviour and conduct. Low-level disruption is not tolerated and the Academy has introduced new systems to address this swiftly.

- The Pastoral systems have been developed to ensure that each year group has specific support through a designated lead and that a Pastoral Hub is established within the Academy to support communication and collaboration. Additional support staff, Pastoral Assistants, have joined the team to provide assistance with the operational running of this area and consistent application of restorative practice.