

Pupil premium strategy statement 2023.24

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Derby Cathedral School
Number of pupils in school	888 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	49.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs J Brown Headteacher
Pupil premium lead	Mr J Emberley Assistant Headteacher
Governor / Trustee lead	Mrs S Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£466,200
Recovery premium funding allocation this academic year	£122,544
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£588,744

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. When making decisions about how to use the pupil premium to improve disadvantaged pupils' attainment, the needs of all pupils in the school are assessed. The funding is then allocated with the aim of making maximum impact in the school. In line with DfE guidance the funding is not only spent on eligible pupils, or on a per eligible pupil basis.

Research suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils, but particularly disadvantaged pupils. Regardless of Pupil Premium Grant status Derby Cathedral School is committed to majority mixed ability teaching groups, quality first teaching for all students and whilst being heavily oversubscribed as a school we are committed to prioritising pupil premium students. Through the schools "Faith" values and the ethos of providing the best quality education for students of all faiths and none, our wider provision regardless of PPG status works towards the eradication of the gap that can be created through the following identified strands of poverty as highlighted in sociological research:

- Economic
- Bodily
- Mental
- Cultural
- Spiritual
- Political
- Societal

Decisions about how to achieve the maximum impact in the school are informed by research carried out by the Education Endowment Foundation and the National Foundation for Educational Research.

The school also uses an evidence based tiered approach to the use of pupil premium funding, which balances spending across:

- Supporting training and continuous development to improve the quality of all teaching
- Targeting support for disadvantaged pupils through evidence-based interventions
- Supporting whole-school strategies to improve attendance, behaviour, build cultural capital and improve readiness to learn.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the school development plan. This enables us to implement a

blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 2 years indicate that 36% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of literacy than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, 28% of our disadvantaged pupils arrive below age-related expectations compared to 14% of their peers.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum but particularly in maths and science.</p>
5	<p>Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about</p>

	catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Positive attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan, the percentage of disadvantaged pupils enter the English Baccalaureate (EBacc), will at least be in line with the national average.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills and reading ages among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning and behave well. This is supported by behaviour data across all curriculum areas.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

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| | <ul style="list-style-type: none">• The percentage of all pupils who are persistently absent being (below 90%) and the figure among disadvantaged pupils being no lower than their peers. |
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£349,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths resources and CPD offers.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	1, 3, 4

	KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will target and fund professional development focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£127,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted teaching programme utilising accelerated reader as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
Delivering the school led tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£111,544**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund and deliver a programme of additional intensive pastoral support to identified students with a specific focus on regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our partner schools, external stakeholders and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Behavioural interventions and support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Emotional literacy support (ELSA) https://www.elsanetwork.org/</p>	<p>5</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Breakfast provided for all students in line with the school's food regulations.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers role will focus on relationships, challenge and improving</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>6, 3</p>

<p>attendance for key students. This is also a key focus for all staff working pastorally.</p> <p>Ensure that every child is fed, prepared and equipped for school.</p>		
<p>To facilitate additional extra curricular opportunities and interventions to further develop and support the whole child.</p> <p>Building cultural capital for our students and ensure that not child is excluded from additional opportunities due to financial challenges or restrictions.</p>	<p>Evidence base for effective extra curricular opportunities:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	All
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 588,744

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching Priorities

In response to addressing lower levels of literacy and numeracy targeted interventions were planned and delivered in response to the planned data points. This was delivered through additional staffing within English, Maths and Science. As well as teacher led interventions students were additionally supported through our use of school led tutoring, extracurricular intervention delivered by teachers, the SEND team and our Pupil Premium Champion.

Comprehensive CPD for staff around teaching and learning, learning walks, marking and feedback with a specific focus on PP students was all delivered and maintained. The all CPD has been delivered centrally utilising expertise from staff and colleagues both internally and externally. A particular area of focus was the specific design of the curriculum to consider the needs of PP students within both long and medium term plans. There was also a clear focus on pedagogy and how to plan for the individual that was delivered through CPD plan.

Our internal assessments and data collection demonstrated a dip in attainment following the 2021 national lockdown for all students. As we have identified these gaps and then addressed these through intervention there has been a narrowing of the attainment gap through although an attainment gap does still remain.

Targeted Academic Support

Literacy and numeracy interventions across KS3 took place to target all students but specifically targeting disadvantaged students. In addition to classroom teaching this included after school intervention, the use of additional tutoring and targeted academic support in school.

Targeted academic support for disadvantaged pupils within curriculum lessons and interventions took place and demonstrated both a quantitative and qualitative impact through internal assessments, pupil and parent voice.

All students were surveyed to understand the needs of technology at home and were provided devices and wireless routers as needed. This supports homework completion as well as the ability to raise aspirations and plan next steps in education as required.

Wider Strategies

An extensive offer of extracurricular opportunities and interventions have been on offer to all students. Trips are now well and truly returning to enrich the curriculum and to build cultural capital for our students. Funding to support disadvantaged students remains in place. Additionally students were supported with uniform, equipment and resources as needed. This included any students that has no recourse to public funds.

We have a pupil premium champion in place who works with students both academically and pastorally triaging a vast range of needs and specifically targeting academic support within core subject areas where a student needs additional support. In addition to this, we have five pastoral year leads and an attendance manager who works with all students but have a focus on disadvantage. We have now embedded the use of class charts to closely track, monitor and report behaviours of students this has had a positive impact on behaviour and provide interventions in a timely manner if needed.

The parental engagement focus shifted slightly with the need to virtualise and digitalise lots of our communications and events but this was an opportunity area to target and support families. Parent engagement remains a key area for development but is continually strengthening through the use of a parental support group and a wide number of events that are hosted in school.

Externally provided programmes

Programme	Provider
Positive Behaviour interventions	Think For The Future Love4life School based counselling
Maths targeted tutoring	External Maths Tutor
Core subjects targeted tutoring	Nisai Academy 21
Turn around placements	Derby Pride Academy Progression2work Junction 16 Kingsmead AP