

Derby Cathedral School 3-Year Pupil Premium Strategy

Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others. *Philippians 2:3-4*

Our philosophy

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 identified 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.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring 'outstanding' teaching in every classroom
- Closing the attainment gap between disadvantaged pupils and their peers
- Maximising the potential of all students with a specific focus on PP students with high prior attainment to ensure the best rates of progress.
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, wellbeing, mental health and behaviour
- Ensuring that the PPG reaches the pupils who need it most

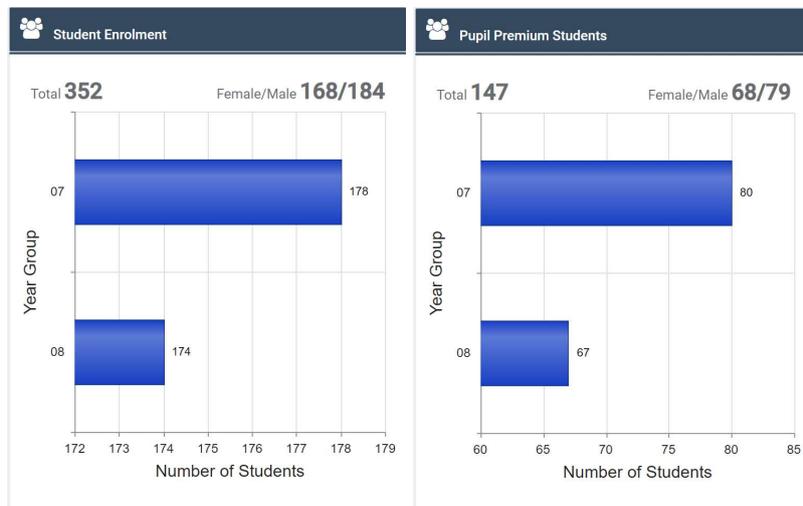
Barriers to future attainment

As a new school we are using both prior data and internal data collections hosted on our management information system as well as Fischer Family Trust Aspire data, staff and pupil consultations; attendance records; Ofsted and Department for Education guidance as well as working with our trust (DDAT).

Data as of 14/04/2020

Total students on roll

PP students



Within our total cohort of 147 students with PPG four of these students are identified as Pupil Premium Plus with two of these students being Looked after children and two Post Looked After Children.

The following areas of need have been identified within our student cohort

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy and numeracy	Poor attendance
Poor language and communication skills	Poor behaviour
'Outstanding' teaching not present in every classroom	Lack of parental engagement
Lack of targeted support	Arriving at school hungry and not ready to learn
Lack of school readiness	Lack of focus, confidence and ambition due to poor mental health and wellbeing

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

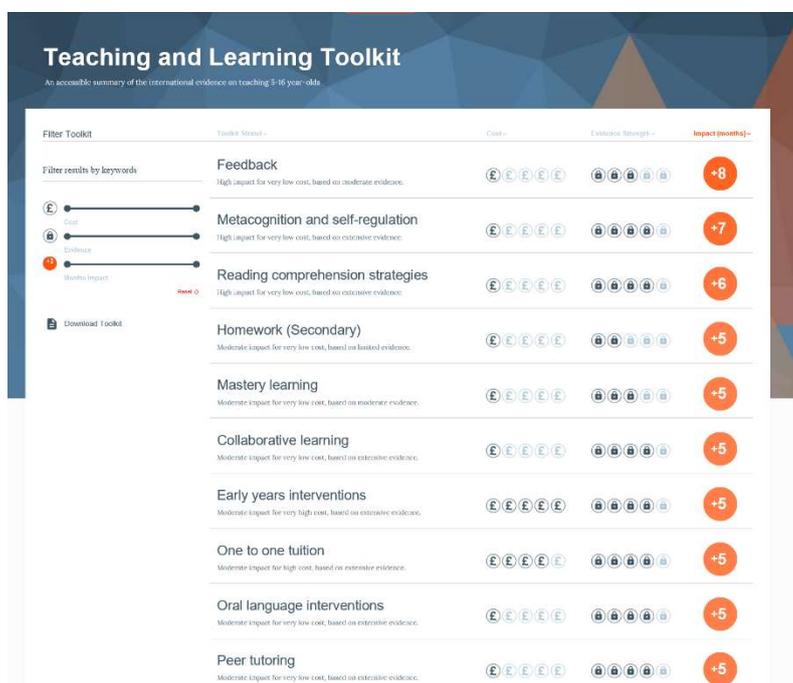
To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching and learning
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Recruitment and retention of high quality teaching and support staff to provide quality first teaching for all students. This is essential with our unique school context and development journey which is rapidly expanding each year.
2. Deliver a high quality, challenging, broad and balanced curriculum which provides opportunities for all pupils to access a wide range of experiences whilst developing their cultural capital. This will encompass:
 - The highest of expectations for all
 - Future opportunities to study EBacc
 - Focus on vocabulary and language gaps
 - Opportunities to plan and discuss big questions both in lessons, tutor time and collective worship
 - Planned opportunities to develop cultural capital and wider life experience
 - Careers education
3. Professional development: Weekly CPD sessions to support teachers with a particular focus on the below elements of the educational endowment foundation Teaching and learning toolkit.



Targeted academic support

This is provided in partnership with class teachers, heads of department and learning support team. Through internal QA measures subject leaders identify students to take part in the following programmes:

1. In class intervention and support as well as additional differentiation

Accelerated reader

Structured interventions: introducing vocabulary interventions for pupils with poor oral language and communication skills. The current intervention programs include:

- KS3 Literacy: focused on reading and basic SPAG
 - KS3 Numeracy: Focused on the four operations, mental arithmetic and problem topics in the mainstream syllabus
 - Additional reading: Group reading for those students who functional readers but not yet age equivalent
 - Toe by Toe: is a dyslexia specific programme looking a decoding words but is also extremely valuable for students with low levels of literacy.
2. Small group tuition: Introducing targeted English and Maths intervention for pupils who are below age-related expectations
 3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs, learning mentors and the Pupil Premium Champion.

Wider strategies

1. Pupil Premium Champion: Our pupil premium champion is a member of support staff responsible for working on a tiered response to PP students needs in partnership with the AHT responsible:

- Tracking and identifying the needs of PP students and categorising into the following areas whilst working 1:1 and in the classroom mainly with “Tier 3”
- Utilising data to identify gaps and work with students and staff to identify support strategies
- Completing assertive mentoring meetings with students and sharing this information with staff and parents as required with support from SLT.

Tier 1 - Inceptive support

- Active positive student engagement
- Regular communication with home
- Positive discrimination strategies
- Liaise with form tutor as required
- Specifically planned and differentiated work
- Support with organisation and homework
- Teacher and department intervention

Tier 2 – Pastoral Mentoring

- Form tutor parental meeting
- Parents informed of concerns and actions required
- Directed to interventions and further support
- Clear targets set – FT report
- FT - phone home after two weeks for update

DCS PP Pledge

- PP students are a high priority for all staff
- Curriculum design has a focus on PP students
- Enhanced T+L strategies
- Monitored in data capture, analysis and tracking
- Additional pastoral support
- Regular contact home
- Additional parental engagement opportunities
- Support with resources and equipment
- Extra-curricular engagement and tracking
- Additional enrichment opportunities and support

Tier 4 – Firm support/Crisis Response

- Parental meeting SLT/SENDSCO/HOY
- PP Panel meeting – All stakeholders
- LAC/Post LAC Support
- Pastoral support from DSL/SL/Learning Mentor
- External support e.g. Ed Psyc/CHAMS/SC
- Social time reduction plan
- Personalised timetable or AP provision
- Targeted/individual PP spend cases
- SLT report/mentoring – Daily

Tier 3 - Assertive Mentoring

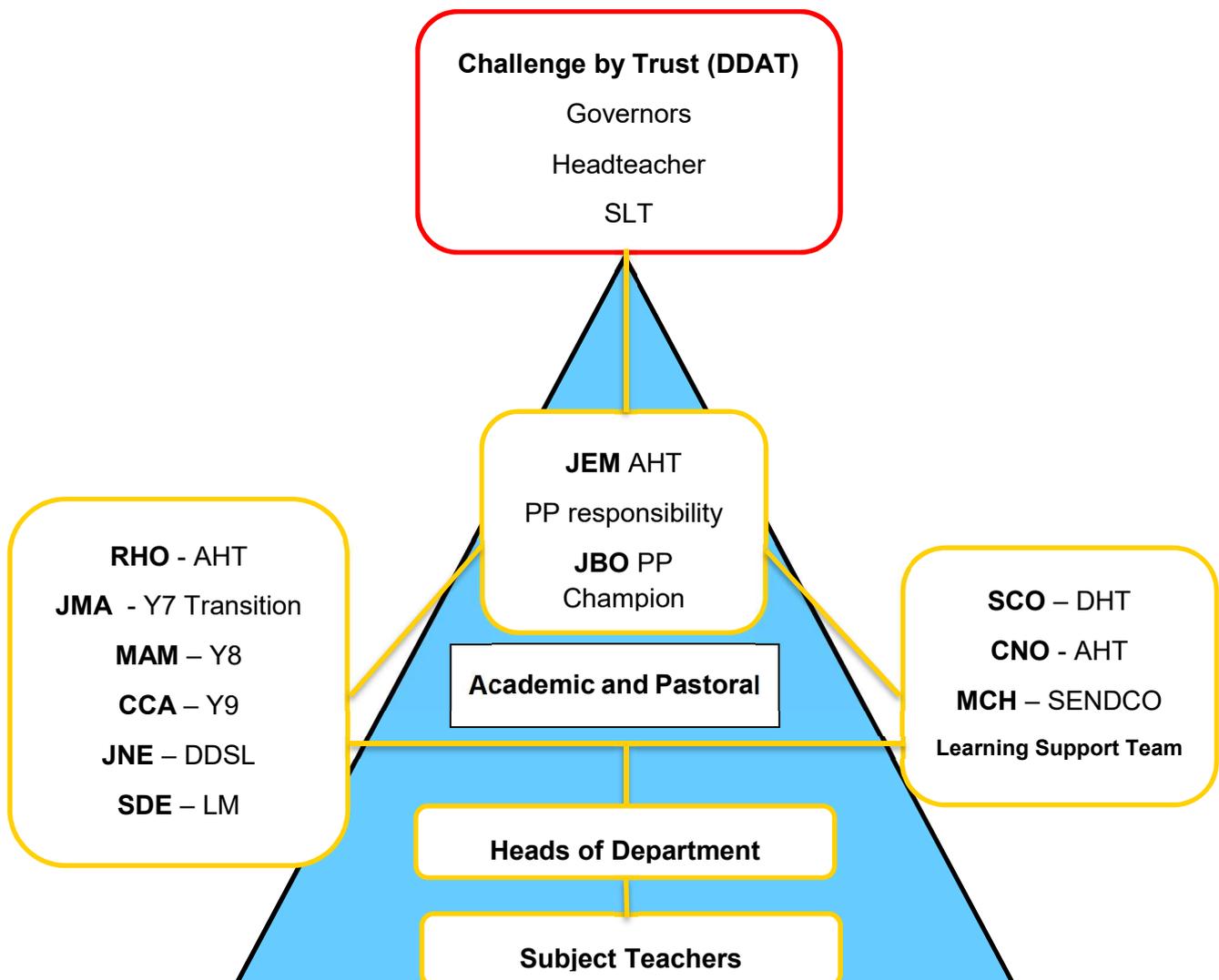
- SLT/HOY/PP champion parental meeting
- PP action plan put in place by PP champion/HOY/SLT – 2 week review
- Additional in lesson support from PP champion
- Pastoral support FT/HOY/Learning Mentor/SLT/SENDSCO
- FT/HOY/SLT Report

2. Ready to learn: ensuring students have the tools they need to learn to the best of their ability and take advantage of life in all its fullness.

- Subsidised resources: £1 pencil cases
- Breakfast club
- Free sanitary products provided to school
- Subsidised resources: £1 pencil cases
- Strategic approach with SEND and catch up funding to maximise impact of funding
- Behaviour – Pastoral teams and parental engagement
- Residential – ensuring no child is excluded through financial deficit
- Access to extra-curricular activity
- Additional Music tuition – Derby city council PP bursary funding

3. Attendance: Employment of an Attendance officer who will also carry out the EWO role as part of their duties. This is part of the wider approach on attendance coordinated by a member of SLT with responsibility.

Accountability



The above structure gives guidance on accountability and management with specific regard to PP students. Whilst being accountable to the local governing body and DDAT the school will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

Data will be analysed on this sub group following all data collections to inform the implementation and impact of future strategies and interventions with students.

Catch Up Premium

As a key element of our transition process Derby Cathedral School will identify pupils who need extra support from the catch-up premium, the school will analyse the data and then identify the best way to use the funding.

From late July, school will use Analyse School Performance (ASP) service to identify specific areas to focus on with new year group who haven't reached the expected standard in key stage 2 tests.

In the autumn term incoming year seven students will undertake baseline testing to assess curriculum gaps and cognitive ability that will then be analysed utilising FFT aspire. This will then allow the identification of students that require additional intervention and support either within or beyond the classroom.

QLA gives a breakdown of individual pupils' performance in each question and element of the three KS2 tests:

mathematics

reading

grammar, punctuation and spelling

The DFE guidance explains that funding can be used for:

individual tuition

intensive small-group tuition

external services and materials

summer schools that help students catch up over a short period of time

Our provision will focus on the academic support for the identified students to ensure that they make the best possible progress toward age expected standard.

Service Child Premium

At DCS our aim is to ensure that no children are disadvantaged at school in any way. Our focus with service children is to ensure no child is disadvantaged due to the service of their parent.

We will use our Service Pupil Premium to contribute towards the following:

- monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress
- intervention strategies and support are put into place to support their learning
- the provision of a trained Teaching Assistant to provide pastoral support and guidance for families
- the provision of external Learning Mentor Support to work with individuals to build social skills, self-esteem and develop positive attitudes to learning thus raising academic attainment
- mutual support encouraged through membership of and trips and enrichment opportunities
- extra-curricular activities to enable Service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults.

As with everything we do at school the measures put into place are designed to make a positive difference. They help to ensure that our service children become tolerant, caring and well rounded individuals with the skills to enable them to learn, develop and progress.

Primarily the measures we have put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary advise. This enables them to achieve and progress without any disadvantage due to parental service.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.