

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Derby Cathedral School
Pupils in school	530
Proportion of disadvantaged pupils	38.4% (203)
Pupil premium allocation this academic year	£194,820
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Jenny Brown
Pupil premium lead	James Emberley
Governor lead	

## Disadvantaged pupil performance overview for last academic year

Progress 8	N/A
Ebacc entry	N/A
Attainment 8	N/A
Percentage of Grade 5+ in English and Maths	N/A

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	First KS4 results to be received in 2023
Attainment 8	Achieve above national average for attainment for all pupils	July 2020
Percentage of Grade 5+ in English and maths	Achieve above average English and maths 5+ scores for similar schools	First KS4 results to be received in 2023
Other	Improve attendance to above national average	July 2020
Ebacc entry	National average EBacc entry for all pupils	First KS4 results to be received in 2023

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Addressing lower levels of literacy and numeracy
Priority 2	Comprehensive CPD for staff around teaching and learning, learning walks, marking and feedback with a specific focus on PP students
Barriers to learning these priorities address	Closing the attainment gap between PP and non PP students.
Projected spending	£7,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and numeracy interventions across KS3 disadvantaged pupils.
Priority 2	Targeted academic support for disadvantaged pupils within curriculum lessons and interventions.
Barriers to learning these priorities address	Empowering students to succeed in a broad and balanced curriculum and achieve the best possible outcomes.
Projected spending	£83,580

## Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure that no student is disadvantaged from building cultural capital and is equipped and ready for learning.
Priority 2	To embed positive behaviour for learning strategies and monitor and support wellbeing as having a dedicated pupil premium champion.
Barriers to learning these priorities address	Parental engagement, academic progress, student wellbeing and behaviours.
Projected spending	£107,151

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated for staff professional development	Use of INSET days, calendared CPD meetings and twilight training sessions with additional cover being provided as required.
Targeted support	Ensuring enough time is allocated to intervention and tracking of this is in place	SENDCO paired with HLTA, external tutors and teaching staff to

		<p>lead small group tuition and interventions.</p> <p>Maths and English tutor employed.</p> <p>English and Maths teams to lead targeted intervention informed by internal assessments.</p>
Wider strategies	<p>Engaging the families facing the most challenges, provision of time to ensure strategic approach to BFL systems and support as well as ensuring effective opportunities to build cultural capital are in place for all.</p>	<p>Working closely with staff, the trust and to liaise with feeder primary schools.</p> <p>Regular reviews of the impact of PP champion work.</p> <p>Ensure a range of opportunities are available for enrichment.</p>

### Review: last year's aims and outcomes

Aim	Outcome
Teaching Priorities	<p>Partially achieved due to national lockdown. The delivery of literacy and numeracy was delivered by the learning support team prior to school closures. This team continued to support students whilst remote learning was taking place through home school communication and bespoke differentiation of tasks. A full calendar of staff CPD was undertaken whilst school remained open. This was undertaken through inset, weekly meetings and twilight training.</p>
Targeted Support	<p>Partially achieved due to national lockdown. Literacy interventions took place with a particular focus on disadvantaged students. Additional adults were deployed within curriculum time to support within curriculum lessons.</p>
Wider Strategies	<p>Partially achieved due to national lockdown. Working closely with staff and trust to liaise with feeder primary schools. This continues as part of a virtual transition support programme that was city wide. Regular reviews of impact of PP champion took place twice weekly through line leadership. A full range of enrichment</p>

	and extra-curricular opportunities were available and additional support was available for students including financial support to ensure full participation and building of cultural capital.
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