

St Edmund Arrowsmith Catholic High School - Pupil Premium Strategy Statement 2020-21 - Impact Report

The covid pandemic brought many additional challenges for pupil premium students in the academic year 2020-21. A study by NFER found that 40% of pupils were not in regular contact with their teachers during [the first] lockdown. 34% of nonPP pupils did not engage and 53% of PP pupils did not engage [with schoolwork].

'Those from lower income backgrounds ... had less support from home, ...problems accessing suitable technology, and ... a variety of other challenges, including greater impacts of the pandemic in more deprived areas ...'

- Sutton Trust Fairness – First – Social – Mobility – Covid – Education – Recovery.

After lockdowns 1 and 2, St Edmund Arrowsmith data scrutiny showed similar trends regarding engagement with learning, covid related anxieties and covid related attendance issues, despite tireless efforts from form teachers, pastoral teams and support staff to try to remove barriers faced by pupil premium students at St Edmund Arrowsmith.

A comprehensive outline of the strategies in place to recover from the covid pandemic is provided in the Covid Recovery Strategy document which supplements the Pupil Premium Strategy document and is available in the Pupil Premium section of the school website. Measurement of the impact that the planned interventions will have will take place at the regular tracking points throughout the year.

The purpose of this document is to report on the outcomes of the strategies in place for the academic year 2020-21. School reopened after the full lockdown caused by the covid pandemic in September 2020. Strict government guidelines were in place regarding self-isolation and the North-west of England was badly affected by the pandemic causing much higher absence rates than usual. A second full lockdown took place between January and March of 2021. Throughout the year, teaching was affected and many lessons were hybrid lessons because large numbers of pupils were self-isolating. The requirement for year group bubbling and subsequent demands for extra staff duties and split lunchtimes meant that some intervention and most enrichment activities could not take place.

Pupil Premium Strategy 202-2021 – Desired Outcomes

1. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
A - Improved progress in literacy and numeracy and English and Maths N.B. There are some restrictions in the delivery of literacy and numeracy support due to COVID.	DA students are at least embedding their skills according to progress pathway judgements in English and Maths.

<p>B - PP pupils display higher levels of engagement which promotes better progress.</p>	<p>Improved social and emotional skills have a positive impact on attitudes to learning evidenced by: LC data analysis post data drop Synergy behaviour log Record of access to counselling/support services reduces anxiety or has positive results.</p>
<p>C - The gap between PP and other in progress made in English and maths begins to close.</p>	<p>In-house exam results and GCSE exam results show the gap has closed.</p>
<p>D - The attendance of PP pupils is at least in line with the school target for attendance (96.5%)</p> <ul style="list-style-type: none"> • Attendance data provided at 3 points during the year • Attendance information and actions shared at case conferences by pupil services and SLCs 	<p>Gap in attendance figures of PP and other pupils is closed.</p>
<p>E - PP students see relevance and benefits of independent study at home and develop resilience and motivation to complete remote learning and homework tasks independently.</p>	<p>Progress made by PP pupils is in line with expectation and therefore at least equal to that of other pupils.</p>
<p>F - DA students aspire to succeed.</p>	<p>PP students are engaged in their learning, making progress that is at least equal to that of other students nationally and have a clear future vision of their future goals:</p> <ul style="list-style-type: none"> • At least expected progress is made – see tracker data at 3 points in the year • ATLS are at least as good as those of other pupils • Careers interview records (where available due to COVID) show pupil aspiration and future plans (NEET data) • Information provided by sixth form colleges shows leavers' college engagement
<p>Information about individual barriers are discussed and shared and assistance/interventions in place where apt</p> <ul style="list-style-type: none"> • Case Conference Records 	

Desired outcomes	Comments and Impact																				
<p>A - Improved progress in literacy and numeracy and English and Maths</p>	<p>N.B. There were some restrictions in the delivery of literacy and numeracy support and interventions due to COVID. However, literacy intervention lessons were reinstated prior to the second lockdown and continued after the return to school, albeit in a slightly limited capacity.</p> <p>15 pupils received literacy intervention 6 of these pupils were PP Of the pupils tested, the average reading age improvement was 6 months. The Better Reading initiative took place on a reduced scale because of COVID. (Year group bubbling meant that it was not possible to work with Y9 mentors. Selected pupils took part in a shared reading experience.) At the end of the year 27 pupils were selected to be part of the Covid Recovery Band (literacy and numeracy) Pupils were selected based on term 1 and term 2 progress. A further 10 pupils were selected for literacy intervention only and 25 were selected to receive numeracy intervention only. 44.4% of the pupils selected for both literacy and numeracy intervention are Pupil Premium.</p>																				
<p>B - PP pupils display higher levels of engagement which promotes better progress.</p> <p>ATL stands for Attitudes to Learning. Numerical grades are awarded to pupils each term by their different subject teachers on a scale of 1-4 with one being the best score.</p>	<p>Nationally and at St Edmund Arrowsmith, pupil premium pupils struggled with remote education and found it harder to settle back to school routines and learning. Despite the everyone's best efforts, pupil premium pupils' attitudes to learning did not quite match those of nonpupil premium. In the cohorts, some outlying pupils skewed the overall averages. See examples of ATL averages below – taken from term 3.</p> <p>Year 7</p> <table border="1" data-bbox="618 903 1391 1134"> <thead> <tr> <th>Cohort</th> <th>Average ATL</th> <th rowspan="4">Compared with last terms ATL data, there is a slight increase in the average ATL's across all cohorts.</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>2.24</td> </tr> <tr> <td>Non PP</td> <td>1.97</td> </tr> <tr> <td>FSM</td> <td>2.2</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Year 8</p> <table border="1" data-bbox="1442 1010 1912 1187"> <thead> <tr> <th>Cohort</th> <th>Average ATL</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>2.26</td> </tr> <tr> <td>Non PP</td> <td>1.89</td> </tr> <tr> <td>FSM</td> <td>2.3</td> </tr> </tbody> </table>	Cohort	Average ATL	Compared with last terms ATL data, there is a slight increase in the average ATL's across all cohorts.	PP	2.24	Non PP	1.97	FSM	2.2				Cohort	Average ATL	PP	2.26	Non PP	1.89	FSM	2.3
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<p>C - The gap between PP and other in progress made in English and maths begins to close. Info for 2021 GCSE results (CAGs) taken from SISRA</p>	<p>GCSE data for this year group has not been validated.</p>																				

<p>D - The attendance of PP pupils is at least in line with the school target for attendance (96.5%)</p>	<p>Attendance figures in general were adversely affected by Covid and self-isolation government guidelines. Higher rates of covid were seen in areas of deprivation and some pupil premium students struggled to engage with remote learning causing a difference in attendance rates between pupil premium and non pupil premium.</p> <p style="text-align: center;"><u>Attendance at Remote Lessons</u></p> <p style="text-align: center;">Sept to March 29th</p> <table border="1" data-bbox="689 485 1429 799"> <thead> <tr> <th></th> <th>All pupils (<u>number of</u> pupils in brackets)</th> <th>PP Pupils (<u>number of</u> pupils in brackets)</th> </tr> </thead> <tbody> <tr> <td>Whole school number of remote sessions not attended/average</td> <td>9166 (1209) 7.6 PER PUPIL</td> <td>2745 (171) 16 PER PUPIL</td> </tr> </tbody> </table>		All pupils (<u>number of</u> pupils in brackets)	PP Pupils (<u>number of</u> pupils in brackets)	Whole school number of remote sessions not attended/average	9166 (1209) 7.6 PER PUPIL	2745 (171) 16 PER PUPIL
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<p>E - PP students see relevance and benefits of independent study at home and develop resilience and motivation to complete remote learning and homework tasks independently</p>	<p>Homework clubs and Learning Champion meet up sessions with designated cohort of pupils were not possible because of school Covid restrictions, staggered breaktimes and extra teacher break and lunch duties. PP funding was used to provide 1 hour's cover per week so that LCs could meet up with their designated cohorts and continue to support and encourage them.</p> <p>The school's well-being offer was enhanced due to higher levels of referrals. A higher percentage of PP pupils used these services than non pupil premium pupils. It is believed that the additional well-being support prevented some instances of non-attendance due to anxiety. Pupil voice records show that students engaged in well-being programs felt well-supported.</p> <p><u>Use of Inclusion and Creative Intervention Services by PP students</u></p> <p>Sampled evidence – November 2020 Of 275 appointments (lasting varying times) in November 2020, 58 of them were with PP students. PP Students represent 11.8% of the school population, but represented 21% of appointments with the inclusion team.</p> <p>Creative Intervention Evidence from Nov 4th – July 21st</p> <ul style="list-style-type: none"> Of the 8 pupils who have engaged in a series of creative intervention sessions 3 of them were PP. (37.5%) 						

	<ul style="list-style-type: none"> • Of the 8 pupils who received counselling from DD 2 of them were PP. (25%) • Of the 6 pupils on the waiting list for counselling, 4 of them are PP. (66%) • Of the 9 pupils who received check-in chat sessions with DD, 3 were PP (33%) <p>The above figures suggest that PP students are more likely than nonPP students to need the support of professionals to maintain healthy well-being.</p> <p><u>4 Week Snapshot of PSTEC Counselling Appointments</u> Friday 23rd April – Friday 21st May (5 Days)</p> <ul style="list-style-type: none"> • 32 appointments • Of the 32 appointments, 13 were appointments with PP students (40.6%)
F - DA students aspire to succeed.	Sept 21 – no pupils were NEET
G - Information about individual barriers are discussed and shared and assistance/ interventions put in place where apt	<p>Learning Champions, SLCs, ALCs, the well-being team and form teachers worked together to support pupil premium students in their forms and in their classes. Cases of need were referred to Learning Champions or SLCs and pupils were supported appropriately. One case conference was held in Term 1 to share information and discuss next steps before the January lockdown and enhanced covid restrictions. Information is recorded on Synergy.</p> <p>Resource packs were provided for any PP pupil without equipment because of sharing/loaning restrictions brought about by Covid.</p> <p>A whole school audit of access to ITand broadband took place, starting in Sept 2020. Following on from the audit's results, the following was provided for PP students to remove technical barriers to learning:</p> <ul style="list-style-type: none"> • Mobile data was provided for 13 parents. • 12 x Government provided laptops were distributed. • 6 x Government provided laptops for pupils with Social Workers were distributed. • 18 x SEA (PP funded) laptops were distributed. • 15 x SEA laptops for pupils scheme were subsidised by 50% (funded by PP)

Year 11 CAGs June 2021

Grades Area - Totals Report - Students Level

Grade Totals																
Name	Student IC Pupil	Prer Total	Grac Total	Poin Average	Gr Average	Poin Avg	EAP (MAG/ On/Above	Above Tra	On Track %	Below Tra	Inc In Trac	Subject Pr	Positive S	In A8	Basket %	
Summary	All	2296	12848	5.6	0.1	68.5	37.5	30.9	31.5	99.8	0.14	55.1	88.9			
Summary	No	1979	11329.5	5.72	0.1	68.5	37.8	30.7	31.5	99.8	0.16	55.2	89.2			
Summary	Yes	317	1518.5	4.79	0	68.5	36	32.5	31.5	100	-0.02	54.6	86.8			

Analysis of Y11 Pupils' GCSE TAG results suggest good progress was made by PP pupils. While the average point score of PP pupils was 4.79 compared to an average point score of 5.72 for nonPP pupils, the Estimated Average Progress scores for both cohorts (0.0 compared to 0.1) suggested that there was barely a gap in the amounts of progress made.