

St Peter's Catholic High School Pupil Premium Strategy Statement 2020/2021

1. Summary information					
School	St Peter's Catholic High School				
Academic Year	2020/2021	Total PP budget	£107610	Date of most recent external PP Review	01/11/17 S.Allen &K.Taylor
Total number of pupils	1041	Number of pupils eligible for PP	113	Date for next internal review of this strategy	January 2021

2. Current attainment				
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Collaboration data PP</i>	<i>Collaboration data not PP</i>
% achieving basics 9-4 Eng & Maths	92.3	85.4	56.4	77.9
% achieving basics 9-5 Eng & Maths	30.8	68.4	33.3	56.0
% achieving 9-4 Eng	92.3	92.4	70.2	86.6
% achieving 9-4 Maths	92.3	87.7	61.8	81.6
% achieving 9-5 Eng	61.5	81.9	48.9	70.0
% achieving 9-5 Maths	53.8	73.1	39.7	62.2
Average attainment 8	49.00	58.11	43.38	53.73
Average progress 8	N/A	N/A	-0.350	N/A

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Lower progress of Disadvantaged students in comparison to not disadvantaged students
B	Lower rates of attendance of disadvantaged students' parents/carers at parents' evenings, guidance evenings, options evenings etc. in comparison with not disadvantaged students.
C	Less engagement in wider school life for PP students in comparison with not disadvantaged students.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D	Lower rates of engagement of parents of disadvantaged students in supporting their children's home study in comparison with not disadvantaged students.
E	Lower rates of attendance of PA FSM students

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	To reduce the attainment gap between PP students and not PP students.	Attainment gap to be in-line with or smaller than the national gap. Evidence from the EEF shows that the Coronavirus shutdown has disproportionately affected disadvantaged pupils. Minimising the longer term impact of this is a priority for this school year.
B	To continue to reduce the gap between attendance of PP parents/carers and not PP parents/carers at guidance evenings and parents' evenings. This will be measured using attendance records.	In 2018/2019 the difference in attendance was 88% for not PP and 69% for PP, a gap of 19%. Strategies employed in 2019/2020 reduced this gap to 17% (88% Not DP, 71% DP).
C	To develop a pupil opportunities passport which will be used to encourage participation in wider school life.	The Coronavirus shutdown prevented implementation of the Opportunities passport. This remains a priority for 2020/2021.
D	Improved levels of engagement in home learning. This could be measured using feedback from surveys.	Parent/carer feedback will hopefully show improved levels of engagement.
E	Reduced rates of Persistent Absenteeism of FSM students.	Attendance data to show improvement.

5.	6. Planned expenditure					
Academic year		2020 2021				
	The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i.	ii. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Improve the attainment in Maths by reducing class sizes at 9,10,11	Additional Class on B side Appoint an additional member of staff (O.4)	<u>Sutton Trust (3 month gain for reducing class sizes)</u> Class sizes for Maths with 3 classes on the B side would be approximately 28. If we have four classes class sizes are approximately 20/21	Learning Walks Lesson Observations Data Analysis	BRO	£13108	January 2021 April 2021 September 2021
Improved outcomes for a targeted group of KS4 PP offsite learners, and Key stage 3 PP low prior attainers.	Contribute to the salary of teacher of Intervention	<u>Sutton Trust (3 month gain for Individual instruction, 5 month gain for early years intervention)</u> Pupils who are educated offsite for part of the week have dedicated study time in order to plug the gaps in learning To provide specific intervention for low prior attainers at Key Stage 3.	Monitor the Progress of offsite learners Impact assess all interventions termly Communication with home frequently for offsite learners.	BRO/SAN	£7823	January 2021 April 2021 September 2021
Total budgeted cost					£20931	
Review/Comments					Date of review	
iii.	iv. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implement

						ation?
Continue to improve the attainment/progress in Maths for all PP pupils	<p>Small group & 1-1 tuition</p> <p>Fund additional Leader responsible for a Key Stage(TLR 2A)</p> <p>Fund small group tuition for CLA and post CLA pupils where timetables allow.</p> <p>Fund Communication Software to improve communication with Parents/Carers.</p>	<p><u>Sutton Trust (4 month gain for small group tutoring, 5 month gain for 1-1 tutoring)</u></p> <p>Evidence suggests that small group is an effective intervention and strategy for closing the GAP.</p> <p>EEF Toolkit, develop self-regulated learning (Use of communication software to support this). 7 month gain.</p>	Impact assessed on a termly basis Link Leader for SLT termly meeting Data analysis at each point SIMS reports – overview and individual review.	BRO	<p>£3911</p> <p>£5250</p> <p>£800</p>	<p>January 2021</p> <p>April 2021</p> <p>September 2021</p>
Continue to improve the attainment/progress in English for all PP pupils	<p>Small group & 1-1 tuition</p> <p>Fund additional Leader (TLR 2A)</p> <p>Fund small group tuition for CLA and post CLA pupils where timetables allow.</p> <p>Fund Communication Software to improve communication with Parents/Carers.</p>	<p><u>Sutton Trust (4 month gain for Small group tutoring, 5 month gain for 1-1 tutoring)</u></p> <p>Evidence suggests that small group is an effective intervention and strategy for closing the GAP.</p> <p>EEF Toolkit, develop self-regulated learning (Use of communication software to support this). 7 month gain.</p>	Impact assessed on a ½ termly basis Link Leader for SLT ½ meetings Data analysis at each point SIMS reports – overview and individual review.	BRO	<p>£3911</p> <p>See above</p>	<p>January 2021</p> <p>April 2021</p> <p>September 2021</p>
Improve the attainment/progress in Science for all PP pupils	<p>Small group & 1-1 tuition</p> <p>Fund Communication Software to improve communication with Parents/Carers.</p>	<p><u>Sutton Trust (4 month gain for small group tutoring, 5 month gain for 1-1 tutoring)</u></p> <p>Evidence suggests that small group is an effective intervention and strategy for closing the GAP.</p> <p>EEF Toolkit, develop self-regulated learning (Use of communication software to support this). 7 month gain.</p>	Impact assessed on a ½ termly basis Link Leader for SLT ½ termly meetings Data analysis at each point SIMS reports – overview and individual review.	BRO	<p>£3911</p> <p>See above</p>	<p>January 2021</p> <p>April 2021</p> <p>September 2021</p>
Improve the attainment/progress in RE for all PP pupils	<p>Small group & 1-1 tuition</p>	<p><u>Sutton Trust (4 month gain for small group tutoring, 5 month gain for 1-1 tutoring)</u></p>	Impact assessed on a ½ termly basis Link Leader for SLT	BRO	See above	<p>January 2021</p> <p>April 2021</p> <p>September</p>

		Evidence suggests that small group is an effective intervention and strategy for closing the GAP.	½ termly meetings Data analysis at each point SIMS reports – overview and individual review.			2021
Ensure all pupils have excellent pastoral care	Fund two additional Deputy Head of Years	Sutton Trust (1 month gain for mentoring) This will ensure that all Year groups have a Head and Deputy Head of Year, which will increase contact time within each pastoral team for all disadvantaged pupils. This will allow effective mentoring to take place.	Link SLT meetings Parental feedback Individual proformas following each meeting. Triangulating individual with Data analysis for improvement/progress made	BRO/ASH	£7823	January 2021 April 2021 September 2021
Ensure that all disadvantaged students know how to revise and have a set of specific skills that help them to learn and retain information.	Specialist Mentor who will deliver weekly sessions with each pupil Fund Communication Software to improve communication with Parents/Carers.	Sutton Trust (3 month gain for Individual instruction) Through individual mentoring sessions it has become apparent that one of the barriers for PP students is the ability to retain information (Revise) and understand how to plan and prioritise revision. EEF Toolkit , develop self-regulated learning (Use of communication software to support this). 7 month gain.		BRO	See above	January 2021 April 2021 September 2021
Ensure that all parents of disadvantaged students are aware of how to support their child's revision and what strategies/activities can they assist do to help their child	A study skills parental session is delivered to all parents. Parents who cannot attend will be invited in individually. Fund Communication Software to improve communication with Parents/Carers.	Sutton Trust (3 month gain for Parental Engagement) EEF Toolkit , develop self-regulated learning (Use of communication software to support this). 7 month gain.		BRO	See above	January 2021 April 2021 September 2021

Ensure that all PP students have the necessary resources and environment to complete homework and independent study	Teacher of intervention will be available with a dedicated teaching assistant on three separate evening to offer support. Half term and Easter Holiday study sessions in school.	Sutton Trust (5 month gain for Secondary Homework) For some PP students the environment for learning is not conducive. This has become apparent throughout individual mentoring sessions. By providing support we are hoping to remove barriers to learning	Monitor the Code of Conduct (Homework) Monitor homework club registers Communicate with home of pupils concerned with	BRO/COR	£5000	January 2021 April 2021 September 2021
Total budgeted cost					£30606	
Review					Review Date	
v.	vi. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Improve attendance of FSM pupils	Appoint EWO for 1 day per week with specific focus on FSM pupils.	Improve PA for FSM students. Statistically attendance has a direct correlation to performance and outcomes	Assistant Headteacher responsible for Behaviour and Welfare frequently monitors attendance of groups and meets weekly with EWO and student welfare	BRO/ASH	£4500	January 2021 April 2021 September 2021
Improve parental engagement for parents of PP pupils		EEF Recommendations on 'Working with parents to support children's learning'.	Assistant Headteacher and Heads of Year to maintain effective communication with parents of disadvantaged pupils to identify and remove any barriers which prevent their accessing parent consultations.	BRO/HOYs	£300	January 2021 April 2021 September 2021
Ensure all Disadvantaged students have a planned positive next step at the end of KS4	Continued funding of CIAG Mentor (2 days per week)	We believe that no student should be disadvantaged in any way regarding aspirations. Individual mentoring shows all pupils possibilities and next steps to achieving.		BRO/WEL	£10402	January 2021 April 2021 September 2021
Ensure that all pupils have the opportunity to	Ensure transport is provided for pupils who	Sutton Trust (2 month gain for extending school day)	Account is set up with Taxi company meaning taxis can be arranged at	BRO	£3000	January 2021 April 2021

attend afterschool support in order to improve progress.	may find this a barrier to staying afterschool		short notice based on need. HOY meets ½ termly with students to assess barriers to learning.			September 2021
To ensure that any PP student is not disadvantaged in any way during their time here at St Peter's	To make individual contribution to each child on a specific needs basis. Initially, a sum of £100 to be allocated on behalf of each PP student.	PP students are provided with resources, equipment and contributions are made to educational visits in order to ensure that they are not disadvantaged in any way from their peers. Develop an 'Opportunities Passport' to track the engagement of students eligible for PP in wider opportunities.	Head of Year line managed by Link SLT – meet regularly. Items discussed frequently at SLT meetings. Individual spend reports are analysed Assistant Head Teacher responsible for PP liaise and triangulates with HOY/Finance/Parents. Parents have opportunity to request support for pupils through reply slip on letters sent annually	BRO/ASH	£12000	January 2021 April 2021 September 2021
Ensure all pupils are in a positive state of mental health to engage with learning.	Sensorial Play Therapy	Sutton Trust (3 month gain for Behaviour Intervention) This provides some students with a weekly opportunity to gain access to specialist support and resources in order to maintain a healthy state of mind reducing the risk of confrontation and stress related incidents.	Code of Conduct monitored Coordinated by our SENCO Termly impact review	BRO/HAC	£2500	January 2021 April 2021 September 2021
Total budgeted cost					£32702	
Sum Total Budgeted Cost					£84239	
Contingency to cover cost of additional support such as access for disadvantaged pupils to equipment for home learning.					£23371	
Overall Total					£107610	
Review/Comments						Review Date

7. Review of expenditure

Previous Academic Year **See separate review document for review of 2019/2020 strategy**

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk