



SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION [2020-21]					
Pupil Premium Lead	Kerry Boddice	Governor Lead	Cathy Gabriel		
CURRENT PUPIL INFORMATION [2020-21]					
Total number of pupils:	662	Total pupil premium budget:	£134,850	Date of most recent PP Review	2018
Number of pupils eligible for pupil premium:	134	Amount of pupil premium received per child:	£1006.34	Date for next internal review of this strategy	2021
Proportion of disadvantaged pupils:	25.4%				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	66	49%
Girls	68	51%
SEN support	19	14.2%
EHC plan	9	6.8%

Assessment data for previous 3 years *

ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	-0.25	0.07	0.04	-0.45	0.13	-0.03
Attainment 8 score average	41.94	53.97	51.42	36.7	50.3	46.7
Percentage of Grade 5+ in English and maths	38%	63%	58.5%	24.7%	49.9%	43.2%
Ebacc entry (%)	26%	50.5%	46.6%	27.5%	44.5%	40.0%
ATTAINMENT 2017-18						
Progress 8 score average	-0.26	-0.15	-0.16	-0.44	0.13	-0.02
Attainment 8 score average	45.5	50.2	49.36	36.7	50.1	46.5
Percentage of Grade 5+ in English and maths	44%	53%	51.3%	24.9%	50.1%	43.3%
Ebacc entry (%)	28.6%	52.1%	47.9%	26.4%	42.8%	38.4%
ATTAINMENT 2016-17						
Progress 8 score average	-1.13	-0.22	-0.40	-0.40	0.11	-0.03
Attainment 8 score average	33.34	48.8	45.63	37.0	49.8	46.3
Percentage of Grade 5+ in English and maths	17%	60.8%	52.5%	24.5%	49.4%	42.6%
Ebacc entry (%)	16%	17.5%	17.2%	25.4%	43.0%	38.2%

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	86.6	92.5	na
2018-19	85.8	91.5	94.5%
2017-18	89.2	93.2	94.5%

* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.
 (SJH data includes the Summer term)

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

A	Transition is challenging and limiting success for; long term disadvantaged, low prior attainers, students with behavioural challenges or SEN
B	Curriculum design and approaches to teaching & learning need to be more accessible to disadvantaged learners
C	SEMH and fixed mindset limiting student's ability to learn and student aspirations

External Barriers (such as poor attendance)

D	Poor attendance – attendance can be limited by SEMH difficulties (for the student and the family) and deprivation
E	Low parental engagement can limit the home/school partnership

Desired Outcomes

	Outcome	Success Criteria
A	Progress in English and Maths is above national averages for PP, particularly for low prior attainers and SEN	<ul style="list-style-type: none"> • KS3 Nurture programme for vulnerable students and low prior attainers • Students are supported by the Emmaus wellbeing programme make a successful and timely transition back to the classroom (after 6 weeks) • Resilience is improved and less SEMH support is needed over time • Fewer FTEs and negative behaviour events
B	Progress 8 is above national averages for PP.	<ul style="list-style-type: none"> • Cultural capital is built into all curriculum planning

	Increase in percentages of students progressing to level 3 education or training	<ul style="list-style-type: none"> • The curriculum is broad, builds confidence and reflects local context • Careers education meets the Gatsby benchmarks and is fully integrated from Year 8. • Student voice evidences growing aspirations
C	Students are independent learners and have a growth mindset	<ul style="list-style-type: none"> • 'Support and challenge' (QA) identifies learners as being independent and metacognition as being engrained into teaching and learning in 90% of lessons
D	Attendance of PP students is in line with national averages	<ul style="list-style-type: none"> • Provision map is used to record the learning needs and barriers of individual students • PP champion/mentor works with students to identify barriers and develop strategies for overcoming them • Attendance issues/risks are identified early and acted upon immediately. Attendance plans are created for 'at risk' students. These are monitored and reviewed monthly.
E	Equal proportions of PP and Non PP parents attend consultation evenings and other events	<ul style="list-style-type: none"> • Contact with all PP parents is made at least 3 times a year to discuss academic and pastoral needs and to provide support. This is recorded (evidenced) on provision map. • Annual parent surveys show increasing levels of satisfaction

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality first teaching, Teaching support (NQT/RQT), curriculum subject design, recruitment and retention, CPD)

Member of staff responsible: Assistant Head – Quality of Education

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1.	CPD	Ongoing	£56,000	Quality first teaching
2.	Resourcing	Pentecost 2, reviewed termly	£11354	Curriculum design QA
3.	Teaching support (mentoring/coaching)	Spring 2, reviewed Pentecost 1	£20,000	Quality first teaching

TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)

Member of staff responsible: Assistant Headteacher Pupil Support and Progress

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
4	Intervention, resourcing	Advent 1	£15,100	Mentoring
5	Intervention, recruitment	Lent 1	£955	Small group tuition
6	Intervention & external resourcing	Advent 2	£545	One to one tutoring

WIDER STRATEGIES (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)

Member of staff responsible: Assistant Headteacher Pupil support and Progress, Assistant Headteacher Behaviour and Attitudes

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
7	Resourcing	Pentecost 2, reviewed termly	£23,500	Transition and nurture
2	CPD, resourcing	Spring 2, reviewed termly	£4500	Mental health support programme, PSHE - Wellbeing days, RSHE
3	Interventions, CPD, resourcing	Pentecost 2, reviewed termly	£1700	Behaviour & Attendance strategy

PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	Quality teaching first	Focus on; participation (independence), Metacognition, Growth Mindset, Feedback	Research from EEF, Learning scientists and Sutton Trust	Ongoing CPD Support and challenge – book looks and analysis		
2	The curriculum is designed to meet the needs of disadvantaged children, is appropriately differentiated and provides access to	All curriculum planning is informed by data and shows how PP related objectives will be met with a focus on the highest quality T & L and curriculum	Ofsted guidance, CPD/briefing events, Trust categorisation visit feedback, student voice	Data analysis will show impact of strategies used. QA of curriculum intents and plans		

	cultural capital and a wide range of experiences	design. Bespoke curriculum where appropriate (AP)				
3	Progress of 'key groups' within PP cohort is in line with national averages	Plans to address the needs of long-term disadvantaged & LPA, HPA (The Brilliant Club), SEND will be clearly identifiable within the curriculum. E.g. The Brilliant club for HPA.	FFT Aspire Blog, EEF and other forms of research	Homework (and revision) is completed – PP mentor/tutors, progress leaders to monitor Levels of participation in academic interventions and nurture Assessment scores are in line with non-PP peers (MEGs) and gaps are addressed by subject teachers Provision map is used to create PP and learning support plans for each student		

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TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
4	Vulnerable students can engage with the curriculum 100% of the time	Transition and nurture	Research Nurture, EEF	Allocate a suitably qualified and experienced member of staff to lead, allocate curriculum time, well planned and structured lessons an emotional support sessions	M Taddeo	Nov 2020, March 2021, July 2021

5	Vulnerable students can engage with the curriculum 100% of the time	Mental health support programme, PSHE - Wellbeing days, RSHE	Recovery Curriculum, Thrive Model PSHE Association MHFA, Ofsted review of Sexual Harassment and abuse on schools	Student voice, Working with local organisations – receiving their consultancy, mentoring, support and expertise Clarify the purpose of Emmaus, improve staff training to ensure high quality provision	L Bywater	Nov 2020, March 2021, July 2021
6		Behaviour & Attendance strategy	Action research on emotion coaching approaches/impact Increasing understanding of mental health, attachment, trauma within the profession	Safeguarding, wellbeing, SEN and behaviour need to work effectively together to ensure systems and procedures facilitate good communication and teamwork Staff CPD Attendance officer links with SG and behaviour	D warden	Nov 2020, March 2021, July 2021
TOTAL estimated budgeted cost?						£16,700

WIDER STRATEGIES

Priority No. from 3 Year plan	Review Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Date
7	Attendance of PP is in line with national	PP champion/mentor works with students	Best practice from	Provision map is used to record the	D Warden	

	averages	to identify barriers and develop strategies for overcoming them	other schools	learning needs and barriers of individual students.		
	Attendance of PP is in line with national averages	Attendance issues/risks are identified early and acted upon immediately – managed by an attendance officer	Attendance has improved since AO's appointment	Attendance plans are created for 'at risk' students. These are monitored and reviewed monthly.	D Warden, N Smith, L Bywater	
TOTAL estimated budgeted cost?						£29700

REVIEW OF 3 YEAR STRATEGY [30 September 2021]

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	Attendance, FTEs, behaviour, progress Discussion with families and pupils More access to ICT, ongoing provision Demand for food parcels	Parent forum, surveys Re-establishing routines programme (update behaviour strategy) Additional PSHE Y7 only on first day back
How do you know disadvantaged pupils' starting points following lockdown across subjects?	Carried out assessments to understand starting points, all year groups (year 11 first) Reading ages PASS tests year 7 October PASS tests June - whole school	Analyse gaps for year 11 – what does that data tell us? PP White boys are where the biggest gaps are.
What work have you done to establish the impact on pupils and their families?	Data analysis, offer vulnerable places during lock down, phone calls home, surveys, ongoing ICT allows inclusion, homeworking etc, more regular contact with families, mentoring with students Wellbeing days Pastoral staff (key workers appointed) being proactive with core families, check-ins with families	See section one. Pastoral staff (key workers appointed) being proactive with core families, check-ins with families Establish mentoring for PP (use PASS data) Signposting for pupils Continue to educate them about mental health and SG Wellbeing ambassadors – peer support
Do families know the impact of the pandemic on themselves and their child/ren?	What they are hearing in the news School newsletter Parents are aware of the difficulties of home schooling Differences in social skills – engagement, routines Too much screen time/gaming Parents evenings	Do they know? Survey How will we continue to monitor this? How do we help parents to prepare for impact? What support can we offer/provide? E.g. information about financial support Inform about lost learning and what

		we are doing to support
How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	PASS tests Mental Health upsurge Behaviour Pupils reaching out to staff, accessing Emmaus Increase in concerns on My Concern Y7, Y9, Y11 Gained: ICT literacy, independence, resilience, adaptable	Analyse data and decide strategies, the priorities to support students with.
What learning/experiences positive and negative took place (influences) and what was the impact?	Safeguarding, Social, economic, incorrect teaching, misconceptions embedded. Tik Tok, social media Y7, self harm Sexualised behaviours Radicalisation Increase in PP/FSM	Behaviour, routines, education, social media policy Learning journey – focus on expressing ideas in depth Do it now tasks, routines Personal safety
Impact of your strategies to mitigate/lessen the impact of lockdown?	All of the strategies lessened the impact and improved engagement (ensured engagement isn't lost): Parental feedback Online learning has limited the impact of lost learning compared to lock down – full timetable for all Fare share weekly deliveries Online assessment Regular follow-ups with parents if students not attending engaging Invited into school if continued Vulnerable list grew – students invited in Phone calls direct to students Mindful sessions Weekly tutor times PP Emotional wellbeing weekly sessions Bulletins to parents Welfare checks, out to homes SEN key workers, weekly phone calls TAs running breakout and lunchtime groups Staff training (e.g. ACEs, attachment, emotion coaching) Uniform, hoodies, equipment etc NTP – very successful for the small number of students it was implemented for	Session for parents, how to support? Better coordinate TA support, one to one support NTP – establish better, quicker particularly Y7 and Y8 Appoint a school-led tutor or academic mentor Develop a reading strategy: <ul style="list-style-type: none"> • read together as a tutor group – same books across the school • Remind staff of vocab focus tier two words – • Reading strategies Knowledge organisers T & L strategies – metacognition, 'super six' etc

What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Cultural capital, knowledge, routines, experiences, discussions Trips Catholic life	Social and lunchtime clubs Re-establish extra-curricular activities Briars trips y7 and y11 Homework club – how to get disadvantaged to come? Targeted support – year leader mentoring programme (careers, after school catch-up, uni visits etc)
Have you identified more vulnerable groups because of this?	Mental health – Y11, 9, 7 Ethnic origin LAC increased ACE's - attachment - Children with a social worker	Enhanced MH provision – using the Thrive Model Working with Consultants (Derbyshire LA) – Mental Health mapping tool (audit) and policy Staff training SG procedure reviews Enhanced Early Help provision Focus on Sexual Abuse agenda Attachment Aware Schools accreditation Coreil Award

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1	Focus on; participation (independence), Metacognition, Growth Mindset, Feedback	H, learning walks evidencing the use/effectiveness of the most effective T & L techniques (centred in research), pupil voice	Evolved T & L approaches to centre around the 'super six' features of a highly effective lesson. Learning walks inform best practice which are disseminated through staff CPD. Continue to gather student voice to understand their experiences and barriers to learning
2	All curriculum planning is informed by data and shows how PP related objectives will be met with a focus on the highest quality T & L and curriculum design.	M. The biggest gaps in year 11 attainment were amongst the white, male PP group, however the limited use of the NTP did demonstrate how we might have a bigger impact in the future. In addition the new year 11 has a group of PP boys who	We have seen the benefits of small group and 1:1 tutoring. It will be made available to wider numbers of students across all year groups. The model has been evaluated and will therefore be adapted for our context and students. We are also seeing the benefits of a longer term strategy which targets disadvantaged boys much earlier in their education; mentoring, nurture group, extra literacy, extra pastoral support and adapted curriculum where appropriate.

		have been mentored and supported since year 8, the outlook is looking more positive for them all round.	
3	Plans to address the needs of long-term disadvantaged & LPA, HPA (The Brilliant Club), SEND will be clearly identifiable within the curriculum. E.g. The Brilliant club for HPA.	M. We ran the Brilliant Club but only with small numbers. Despite the external provider not delivering the programme promised, it did impact the participants positively, mostly by building confidence, literacy and aspiration. We know this because of pupil feedback.	The Brilliant Club was not a high quality provider. WE will continue with our plan to raise aspiration and confidence, We will ensure University visits for our HPA disadvantaged students. LPA and SEND – we are in the second year of our alternative curriculum founded in unit awards which support achievement, life skills, literacy and numeracy. This is evolving to be bespoke to each student including day release at college where appropriate. The new SENCO will deliver staff CPD throughout the year linked to Quality First Teaching, Attachment Awareness and emotion coaching – both staff and students.

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1	Mentoring	H – very positive student voice, mentoring plans shared with all staff to enable the improvement of staff student relationships. PASS test date shows PP students were very positive about relationships. Student outcomes were positive for most	Relationships are very important with students and their families. Emotional support has a positive impact on a student's ability to learn and engage with the curriculum. This will continue but via the Year Leader, Tutors and Emmaus rather than exclusively a PP champion
2	Small group tuition	L – the students involved didn't benefit due to differences in ability and motivation levels.	Online delivery in small groups is problematic due to technology, differences in ability and motivation and the need to have an additional staff member to supervise. We are going to try it with younger students, face to face in groups of three and all at the same stage of knowledge – for reading and writing only to start with. We will use school-led tutoring funding
3	1:1 tuition	M – medium impact because it was only done with a handful of students, however the feedback and positive outcomes/progress for those involved was encouraging	Definitely continue, carefully chosen students who would benefit most from 1:1 for a variety of reasons and across all year groups. School-led tutoring through a TA who received appropriate training and is responsible for working with teachers and families as well as students.

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1 (Attendance)	PP champion/mentor works with students to identify barriers and develop strategies for overcoming them	M – strategies were effective for those reached, however the lockdown of schools from January to March interrupted the work and limited the students who could be reached	It is very effective when done well and consistently. The emotional support provided, particularly through lockdown, retained contact and meant students attended/engaged well upon their return.
1	Attendance issues/risks are identified early and acted upon immediately – managed by an attendance officer	M – impact would have been higher if we hadn't been interrupted by lockdown	Systems improved to review the attendance of known vulnerable and disadvantaged children weekly, taking a multi-disciplinary approach with attendance Officer, AHT and safeguarding team; implementing strategies to intervene early, identify and eliminate barriers – a proactive approach, identifying the early signs and potential triggers, working closely with families