



**St Ralph  
Sherwin**

Catholic Multi Academy Trust

## 3 Year Pupil Premium Strategy Plan

St John Houghton CVA

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION [2020-21]					
Pupil Premium Lead	Kerry Boddice		Governor Lead	Tina Langsdale	
CURRENT PUPIL INFORMATION [2021-22]					
Total number of pupils:	670	Total pupil premium budget:	£135,120 (plus £14,981 catch-up funding) Total: £150,101	Date of most recent PP Review	2018
Number of pupils eligible for pupil premium:	149	Amount of pupil premium received per child:	£906.85 (before catch-up funding)	Date of most recent internal review	2021
Proportion of disadvantaged pupils:	22.2%				

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	67	45%
Girls	82	55%
SEN support	32	21.5%
EHC plan	10	6.7%

## 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
2020-21	89.1	93.7	n/a
2019-20	86.6	92.5	n/a
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 & 2020-21 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	Low self-efficacy and SEMH challenges are limiting students' ability to learn and limiting their aspirations

### External barriers

C	Poor attendance – attendance can be limited by SEMH difficulties and SEN (for the student and the family) and deprivation
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### Desired Outcomes

	Outcome	Success Criteria
A	Transition is successful across all stages	<ul style="list-style-type: none"> <li>• Progress in English and Maths is above national averages for PP, particularly for low prior attainers and SEN (measured by GL assessments by year group and GCSE)</li> <li>• Resilience is improved and less individual SEMH support is needed over time</li> <li>• Students are equipped to cope with the challenges of the curriculum and have good relationships at school (measured by Pass Test survey data).</li> <li>• Students are prepared for the next stage in their education (measured by achievement in unit awards, GCSE outcomes, destinations)</li> <li>• NEET is in line with national averages</li> </ul>
B	Curriculum design and approaches to teaching & learning are more accessible to disadvantaged learners. The curriculum is broad, builds confidence, builds cultural capital and reflects local context, we prioritise a relational approach to behaviour management.	<ul style="list-style-type: none"> <li>• Progress 8 is above national averages for PP.</li> <li>• Increase in percentages of students progressing to level 3 education or training</li> <li>• Learning walks and work scrutiny show no difference in the engagement and achievement of disadvantaged learners</li> <li>• PASS test data evidences growing aspirations, improved self-efficacy and feelings of inclusion.</li> <li>• Student voice shows students feel positive about the school approach to equality, diversity and inclusion, feel safe and have positive relationships with trusted adults</li> <li>• Successful completion of the Attachment Aware Schools action</li> </ul>

		<p>research project informs the future behaviour policy</p> <ul style="list-style-type: none"> <li>• Fewer FTEs and negative behaviour events for PP students</li> </ul>
C	Attendance issues/risks are identified early and acted upon immediately	<ul style="list-style-type: none"> <li>• Attendance of PP students is in line with national averages</li> <li>• The gap between PP and Non-PP attendance continues to reduce</li> <li>• PASS test data shows improved attitudes towards attendance</li> </ul>

## 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: Deputy Head – Quality of Education

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1.	Quality First Teaching – resourcing, intervention	Ongoing (reviewed termly)	£79,872	Progress/GL Data, QA (support and challenge), PASS test data
2.	Curriculum Design - resourcing	Pentecost 2023 (reviewed termly)	£3276	Internal QA, Deep Dives
3.	CPD	Ongoing (reviewed termly)	£20,000	CPD Logs, QA, staff voice

### 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	Costings	Success measure
4	Successful transition; structured interventions – resourcing	Ongoing (reviewed termly)	£6469	Progress data, GL data
5	Small group tuition - resourcing	Lent 2 2022 (reviewed Lent 1 & Lent 2)	£2458	Assessment points, GL data
6	One to one support – intervention, resourcing	Advent 2 2021 (reviewed termly)	£5010	Student voice, progress data,

## 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	Costings	Success measure
7	Personal Development – resourcing, recruitment, CPD	Pentecost 2 2022, reviewed termly	£2434	A school-wide plan for personal development (including careers & RSE), student voice, student behaviour & attitudes
8	Pastoral, attendance & behavioural support - resourcing and recruitment -	Advent 1 2021, reviewed termly	£7000	Strengthened pastoral team, student voice, behavioural incidences, attendance data
9	SEMH - interventions	Ongoing, reviewed termly	£8013	Boxhall profiling, SEMH referrals, student voice
10	Wider/extra-curricular - resourcing	Dec 2023	£2500	% of PP students accessing extra-curricular activities

## PUPIL PREMIUM ACTION PLAN: 2021/22

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 first teaching and differentiation	The SJH approach – ‘super six’, assessment, marking & feedback (& re-teach). Approaches to	Research from EEF, Learning scientists and Sutton Trust  Teaching Walkthrus in Education	Ongoing CPD  Line management meetings  Support and challenge –	CEH	July 2022



		<p>teaching &amp; learning which develop self efficacy, independence and metacognition.</p> <p>Extra staffing in Maths and English to facilitate smaller group sizes</p>	PASS Test interventions	book looks and analysis		
2	<p>Curriculum design - The curriculum is designed to meet the needs of disadvantaged children, is appropriately differentiated and provides access to cultural capital and a wide range of experiences</p>	<p>A consistent and unified approach to curriculum planning with a focus on intent, implementation and impact.</p> <p>The is a focus on reading in the curriculum.</p> <p>An alternative (bespoke) curriculum is provided where appropriate.</p>	<p>Ofsted guidance, EEF research, CPD/briefing events, Trust categorisation visit feedback, student voice</p> <p>Nurture theory, the Literacy Intervention Toolkit.</p>	<p>Data analysis will show impact of strategies used.</p> <p>QA of curriculum intents and plans</p> <p>Knowledge Drivers</p> <p>Line Management Meetings</p> <p>CPD and use of directed time for planning</p> <p>DoP visits</p>	CEH	July 2022
3	<p>High quality Teacher &amp; TA CPD supports Quality First Teaching</p>	<p>Weekly directed time and meetings</p> <p>Inset days</p> <p>Individual CPD logs – all teachers are required to complete 15 hours of individual CPD per year</p> <p>Subscription to the National College</p>	<p>Teaching Walkthrus (PD toolkit), EEF</p> <p>National College</p>	<p>Performance Management</p> <p>CPD logs</p> <p>Staff Voice</p> <p>QA (support &amp; challenge - learning walks etc)</p>	CEH	Towards the end of each term

		Use of provision map to inform planning  UPS targets – leading aspects of T & L for wider staff body				
TOTAL estimated budgeted cost?						£103,148

### 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	Successful transition	Nurture programme for all key stages:  Structured interventions;  KS3 additional literacy and numeracy programme.  KS4 Alternative curriculum - AQA Unit awards.  Nurture group – supporting students who struggle to access the curriculum and/or attend school due to their SEMH.  Transition team and strategy;  Year 7; e.g. PSHE, attendance group  Links with primary schools e.g Visits & Chaplain support.  Year 9 Options support – external	Research Nurture, EEF  GL Assessment data shows gaps between PP and non-PP students	Allocate suitably qualified and experienced members of staff to lead. Allocate curriculum time.  Staff CPD  Integrate with school wide QA systems  Transition team to meet regularly	Nurture Lead	Termly

		<p>careers adviser. Year 10 drop down days. Year 11 tutor group to support all aspects of school life. Year 11 Mentoring. All PP students receive at least 2 careers interviews. After school/holiday subject interventions.</p>				
5 & 6	Progress and attainment for PP students is in line with national averages.	<p>Small group tuition to reduce the numeracy and literacy gap between KS3 PP and non-PP students; NTP, LiT programme, numeracy programme One-to-one tuition for disadvantaged students.</p> <p>PP students are provided with revision guides and other resources (including access to ICT) which support their learning. Their basic needs are met.</p>	EEF	Monitor fortnightly during the 15 week programme (tutor reports), evaluate at the end of each 15 week programme.	KB, CC	July each year

TOTAL estimated budgeted cost?

**£13,937**

## WIDER STRATEGIES

Priority No. from	Review Desired	Chosen	What is the	How will you ensure	Staff lead	Date
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3 Year plan	Outcome	Approach/Action	evidence/rationale for this approach?	it is implemented well?		
7	Personal/character development – students are prepared for life in today’s society	<p>School wide plan for PD, allocating curriculum time; 1 hour PSHE fortnightly, tutor time activities, drop down days, expert guest speakers.</p> <p>Achieve the Corriel Award.</p> <p>Achieve the BERT Award</p> <p>Careers programme from year 7 beginning with Becoming X resources, developing through to additional options support, year 10 work experience days and independent careers advice</p>	<p>Government/Ofsted published research &amp; updates</p> <p>National Curriculum for PSHE/RSE</p> <p>Student voice</p> <p>Statutory requirements</p> <p>School based data (behaviour and safeguarding incidents)</p> <p>Partnerships with local agencies – shared information</p>	<p>QA</p> <p>Post event evaluation</p> <p>Allocate staff time e.g. PSHE coordinator, Careers coordinator, year leaders etc)</p>	KB	Ongoing
8	PP students are supported pastorally; behaviour incidences reduce and attendance is aligned with national averages	<p>Restructure of the pastoral team to recruit an additional year leader</p> <p>Clear strategy for managing attendance which is progressive from tutors to year leaders to EWO.</p> <p>Family support strategy includes</p>	<p>Recovery Curriculum</p> <p>PASS Test website (interventions founded in research)</p> <p>Attachment Awareness action research</p>	<p>FTEs for PP and SEN students reduce</p> <p>PASS Test data shows improved attitudes towards attendance and strong relationships with school/teachers</p> <p>Parent voice</p> <p>Attendance</p>	KB, DW	Termly

		<p>allocation of key workers, regular communication and partnership working.</p> <p>Nurture group (academic support classroom) – supporting students who struggle to access the curriculum and/or attend school due to their SEMH</p> <p>Become accredited as an Attachment Aware School, reviewing approaches to behaviour management, moving to an emotion coaching approach</p>		<p>improves – particularly for students with persistent non-attendance</p> <p>Priority Pupil meetings weekly</p> <p>Provision Map is used to good effect and supports applications for further external support.</p>		
9	Vulnerable students with SEMH are able to engage with the curriculum and their learning	<p>Mental health support programme through student wellbeing centre (Emmaus) and safeguarding team</p> <p>Personal Development programme incorporates wellbeing days and sessions – teaching students how to look after their own mental health (school-</p>	<p>Recovery Curriculum, Thrive Model</p> <p>PSHE Association</p> <p>MHFA Association</p> <p>Supporting Mental Health in Schools – Government report</p> <p>Ofsted review of Sexual Harassment and abuse on schools</p>	<p>Working with local organisations and the local authority – receiving their consultancy and supervision (Changing Lives), Regular staff CPD</p> <p>Evaluation of interventions using Boxhall Profiling, provision map and student voice.</p>	LB	Termly

		<p>wide approaches)</p> <p>3 new staff to qualify in Mental Health First Aid each year</p>				
10	Disadvantaged students access extra-curricular activities	<p>Remove barriers to participation e.g. transport</p> <p>Identify PP students with particular talents and encourage/facilitate further development.</p> <p>Develop a programme of extra-curricular activities mostly taking place at lunchtimes</p> <p>Family engagement through key workers</p> <p>Develop an approach to supporting participation in educational visits</p>	Quality of Education to include cultural capital	<p>Monitor and encourage attendance</p> <p>Student and parent voice</p>		Termly
TOTAL estimated budgeted cost?						<b>£19,947</b>