

Sacred Heart Catholic College

Pupil Premium Strategy Statement (Secondary)

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The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£955 per pupil)
- who have left local authority care through adoption, a special guardianship order or child arrangements order (£2345 per pupil)
- for children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MoD (£310 per pupil)

This document details the proposed spend of the Pupil Premium 2020/2021, committed to narrowing the attainment and progress gap further. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

SCHOOL	SACRED HEART CATHOLIC COLLEGE
ACADEMIC YEAR	2020/21
TOTAL PP BUDGET	£239,705
TOTAL NUMBER OF PUPILS	1208
NUMBER OF PUPILS ELIGIBLE FOR PP	267

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DATE OF REVIEW OF THIS STRATEGY	January 2021
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Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*):

- Underachievement in literacy and numeracy of some pupils on entry
- Language/cultural deficit of some disadvantaged pupils
- Lack of resilience and an ability to develop an understanding of their own learning for some disadvantaged pupils

External Barriers (*issues which also require action outside school, such as low attendance rates*)

- Poor attendance and punctuality for some disadvantaged pupils
- Lack of access to resources (IT or otherwise) at home for some pupils
- Difficulties with engagement of parents and carers of some disadvantaged pupils

Desired Outcomes (*and how they will be measured*)

<u>Desired Outcomes</u>	<u>Success Criteria</u>
A) To improve literacy and numeracy skills of targeted pupils.	MAs, exam results and pupils' work demonstrate that the gap in attainment and progress between DP and non-DP is narrowing.
B) To improve the language and cultural deficit.	Curriculum is tailored to allow pupils to improve their language skills and give them a greater cultural capital.
C) To improve attendance and punctuality for targeted pupils.	Data shows improvements in attendance and punctuality. Increased

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	engagement with parents and carers.
D) To improve GCSE results for DP in English and Maths.	GCSE results improve for DP; P8 score improves for DP.
E) To provide support for DP to enhance their learning opportunities inside and outside the classroom.	Increased engagement in their learning; positive feedback from teachers and carers. Improvements in MAs, exam results and pupils' work.

Planned Expenditure (Academic Year – 2020/21)

<u>Desired Outcome</u>	<u>Action</u>	<u>Evidence/Rationale</u>	<u>Monitoring of Progress</u>	<u>Staff Lead</u>	<u>Review of Progress</u>	<u>Cost</u>
A) To improve literacy and numeracy skills of targeted pupils.	<p>1) Small group tuition in KS3 & KS4 targeting students who are falling behind their peers in English and Maths. This will include but not exclusively be DP. *CATCH UP FUNDING*</p> <p>2) Use of DP Advocates to monitor student progress, mentor students, liaise with teachers and carers.</p>	<p>Research suggests that DP students have a language deficit in comparison to non-DP peers. They underachieve in comparison to non-DP cohort. Early intervention is more effective. EEF evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the</p>	<p>Intervention teacher to do SWOT analysis and then complete a diagnostic assessment. Students' progress will be tracked in order to monitor the effectiveness of intervention. Other evidence will include MAs, work scrutiny, feedback from teachers, RAP meetings, LM meetings with DP Advocates.</p>	KJO	January 2021	<p>£83206</p> <p>£11,020</p>

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		different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.				
B) To improve the language and cultural deficit.	<p>1) INSET to be delivered to all staff regarding cultural capital and language deficit.</p> <p>2) Cultural capital information to be delivered during form time by form tutors in all year groups.</p> <p>3) Training for an initiative called 'talk about talk' delivered by a charity called ICAN. Aimed at 14-18 year olds with poor communication skills, the charity provides training to deliver lessons to</p>	<p>Research suggests that DP students have a language deficit in comparison to non-DP peers. According to EEF evidence figures relating to language difficulties are highly sensitive to social disadvantage. DP students often have a cultural deficit in comparison to their non-DP peers.</p>	<p>Monitor delivery of INSET and training to all staff regarding language and cultural deficit.</p> <p>Monitor delivery of cultural capital during form time.</p> <p>Monitor delivery of 'talk about talk' lessons. Gather feedback from pupils and staff.</p>	KJO	January 2021	<p>£35,349</p> <p>£2000</p>

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	pupils to get them ready for the workplace.					
C) To improve attendance and punctuality for targeted pupils.	<p>1) Attendance support programme to be implemented for targeted cohort using DP Advocates, HOY and Inclusion Officers.</p> <p>2) Use of a home/school bus for Year 7.</p>	Improved attendance ensures students are not falling behind with work due to absence. According to EEF research attending to wider barriers to learning such as attendance allows other interventions to be more effective.	Increased contact with parents/carers by DP advocates; weekly monitoring of attendance data. DP advocates to maintain contact with PA pupils in order to improve attendance. Monitor attendance of pupils using home/school bus.	KJO CCA	January 2021	<p>£112,808</p> <p>£6,000</p>
D) To improve GCSE results for DP in English and Maths.	<p>1) Ensure effective quality first teaching is taking place in all subjects.</p> <p>2) Use Action Tutoring (or equivalent) to offer small group tuition to Year 11 DP in English/Maths. *CATCH UP FUNDING*</p> <p>3) Mentoring of Year 11 DP students by school staff.</p>	According to EEF research using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. The college has bought a subscription to The National College	MAs, work scrutiny, feedback from teachers, RAP meetings, LM meetings with DP Advocates. Lesson observations where appropriate and feedback from coaching will inform professional development needs.	KJO CCA	January 2021	£1,750

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	<p>4) Use of DP Advocates to monitor student progress, mentor students, liaise with teachers and carers.</p>	<p>which provides high quality webinars for professional development. The college also uses coaching as an opportunity to help teachers develop their practice.</p> <p>Small group tuition can give pupils a short term boost just prior to exams to help to improve exam results. EEF evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>School mentor can help with supporting</p>	<p>MAs, feedback from teachers, RAP meetings.</p> <p>Feedback from mentors.</p> <p>MAs, work scrutiny, feedback from teachers, RAP meetings, LM meetings with DP Advocates.</p>			
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		pupils with their work and their well-being.				
E) To provide support for DP to enhance their learning opportunities inside and outside the classroom.	<p>1) Purchase of revision guides and other support material.</p> <p>2) Purchase of 30 Chromebooks to enhance home learning. (SOME TO BE USED FOR CATCH UP IN YEAR 11)</p> <p>3) University taster visit.</p> <p>4) Revision days for Year 11.</p> <p>5) Mentoring by DP advocates where appropriate.</p>	<p>Additional support of this nature can help with well-being, motivation and increased engagement.</p> <p>As blended learning becomes more important we are aware that a number of students may not have access to laptops etc. and may need support in order to work effectively from home.</p>	Feedback from pupils, teachers, DP advocates. Use of common framework to monitor progress.	KJO CCA	On going	<p>£1,000</p> <p>£12,000</p> <p>£500</p> <p>£1.200</p>