

# Pupil premium strategy statement 2020-2021

## School overview

Metric	Data
School name	St Richard's Catholic College
Pupils in school	1030
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£148,175
Y7 Catch up funding 2019-2020	£9,308
Top-up funding	£4,400
Academic year or years covered by statement	Year 7-11
Publish date	Oct 2020
Review date	Apr 2021
Statement authorised by	Doreen Cronin
Pupil Premium lead	Philippa Hoyle
Governor lead	Glenn Clark

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.82
Ebacc entry	78% (61%)
Attainment 8	46.8 (58.7)
Percentage of Grade 5+ in English and maths	52 (66)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve above average progress for PP pupils	Sept 2020- July 2021
Attainment 8	Achieve above average progress for PP pupils	Sept 2020 - July 2021
Percentage of Grade 5+ in English and maths	Achieve above national average for attainment	Sept 2020 - July 2021
Other	Reduce persistent absence and raise attendance to 97%	Sept 2020 - July 2021
EBACC entry	Maintain an entry for PP EBACC well above national average	Sept 2020 - July 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	To provide outstanding teaching and learning which embeds strategies that close the gap and facilitate pupil progress.
Priority 2	To strengthen teaching and learning strategies that maximise numbers of 5+ and 7+ grades achieved
Barriers to learning these priorities address	Progress by high attaining pupils is lower than expected Despite significant subject interventions, PP pupils are not making expected progress
Projected spending	£70,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Whole school literacy focus including use of BedRock, Sound programmes as well as subject led literacy
Priority 2	Whole school numeracy focus including use of MathsWatch, Hegarty Maths, Numeracy Ninjas and developments across departments
Barriers to learning these priorities address	Most disadvantaged pupils have lower entry levels of numeracy and literacy
Projected spending	£30,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Raise attendance and reduce persistent absence for disadvantaged pupils
Priority 2	Increase the opportunities to access alternative curriculum for disadvantaged pupils who need this provision
Barriers to learning these priorities address	Parental issues which make supporting and engaging with the school more challenging
Projected spending	£30, 000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff are embedding learning from CPD into daily practice	Departmental monitoring, departmental reviews, learning walks, St. Richard's 3 and classroom observations

Targeted support	Whole school initiatives are delivered effectively by staff and on a regular basis	Termly CPD to staff Learning walks observe initiatives in place
Wider strategies	Parental engagement and range of support services available to meet needs of pupils	Earlier intervention as a result of strategies chosen to support to reduce likelihood of long term absence and now role of Pastoral Support manager.

### Review: last year's aims and outcomes

Aim	Outcome
To provide outstanding teaching and learning which embeds strategies that close the gap and facilitate pupil progress.	<p>Whilst most observations were rated good or outstanding during the time we were in school, Lockdown in March 2020 severely hampered our ability to support our pupils in the way that we can in the classroom.</p> <p>The SSAT has reviewed the quality of teaching and learning at St Richard's and we have been awarded under the Framework for Exceptional Education in Transforming - Teaching Approaches in July 2020 which demonstrates our commitment to providing the best possible education.</p> <p>Centre Assessed Grades results show an improvement on last year for PP pupils 52% compared with 41% of pupils achieving Grade 5+ in English and Maths and Attainment 8 at 46.8 compared to 44.1 last year.</p> <p>However, our reviewing of Lockdown learning shows us that there are key areas that we need to support our pupils within their recovery curriculum such as oracy skills. This priority remains in place.</p>
To strengthen teaching and learning strategies that maximise numbers of 5+ and 7+ grades achieved	Many departments were attending subject hub meetings as well as gaining exam training support. We had a number of departments that were expecting to receive examiner training. However, Lockdown has meant that this was all put on hold. As a result, this priority remains in place.
Whole school literacy focus	The PP lead met regularly with the literacy lead to review developments such as the new curriculum for Literacy lessons, tutor time reading activities etc. This needs further development so this priority remains in place. The Y7 catch-up premium report clearly demonstrates the impact.
Whole school numeracy focus	The PP lead met regularly with the numeracy lead and a review of resources was undertaken and new materials were adopted to use such as Times Table Rockstars. Ahead of Lockdown, work has been completed with 2 departments but needs to continue and, as such, this priority remains in place. The Y7 catch-up premium report clearly demonstrates the impact.

<p>Raise attendance and reduce persistent absence for disadvantaged pupils</p>	<p>An EWO had been funded and was in place for weekly support. Attendance tracking by form tutors, new letters and referral system was being carefully tracked. Attendance was seen to be improving and was at 96% ahead of Lockdown and PP attendance only 1% below this. This continues to be an area that the school wants to work on, especially in the area of persistent absence.</p>
<p>Increase the opportunities to access alternative curriculum for disadvantaged pupils who need this provision</p>	<p>Due to safeguarding concerns about pupils being at sites other than their own educational institution and an assessment about the quality of provision, the number of possible alternative placements was significantly reduced during the academic year.</p> <p>This continues to be a key priority and we are looking at what other provision we can put in place to meet the needs of the most vulnerable.</p>