

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Richard's Catholic College
Number of pupils in school	1045
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Doreen Cronin (Principal)
Pupil premium lead	Philippa Hoyle
Governor / Trustee lead	Glenn Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,475
Recovery premium funding allocation this academic year	£12,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£217,975

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child, regardless of starting points, background or ability, should have the opportunity to live life to the full and use their gifts and talents for the common good and to enable them to participate fully in society.

We aim to achieve this by:

- All teaching and support staff know who the Pupil Premium pupils are.
- They will know their entry level data as well as current progress.
- In line with all pupils in the college, Pupil Premium pupils will have progression set to reflect all data on the pupils (our own tests, Cognitive Ability Tests (CATs) and profiles from the transition programme) so we can close any gaps already in place.
- St Richard's has a no excuse policy with regard to progress and attainment so that all staff expect Pupil Premium pupils to make at least as much progress as other pupils in the school. We analyse any barriers to learning and act to mitigate them.
- High quality teaching will form the backbone of support and our extensive programme of CPD and monitoring will ensure staff deliver on this front.
- Additional support in literacy and maths for Pupil Premium pupils is another vehicle for closing the gap.
- 1-to-1 and small group tuition will take place where it is most effective.
- Where appropriate, the curriculum may be adapted to help Pupil Premium pupils.
- Pastoral support within school as well as external agencies will help strengthen links with home.
- Pastoral Leaders check attendance of Pupil Premium pupils and contact home to offer support as required. Help will be given to improve the attendance of identified Pupil Premium pupils.
- Prep Club and Prep Club Plus will support Pupil Premium pupils with homework.
- A room is in use at lunchtime with a Teaching Assistant in support to further help.
- Help given to ensure Pupil Premium pupils access curriculum trips and other extracurricular activities and clubs.
- Pastoral care of Pupil Premium pupils will be a priority and involve many support programmes and agencies.
- Use will be made of pastoral support such as the Pastoral Manager, Counsellors and/or a Pastoral TA for pastoral interventions.

Our key principles of the strategy plan

To provide outstanding teaching and learning which embeds strategies that close the gap and facilitate pupil progress.

To track progress and monitor progress of our Pupil Premium pupils against national data.

To strengthen teaching and learning strategies that maximise numbers of 5+ and 7+ grades achieved.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A considerable number of disadvantaged pupils have lower entry levels of numeracy and literacy on entry to school.
2	Attendance can be poorer with higher levels of persistent absence amongst this cohort.
3	Parents can sometimes feel that there are barriers to them supporting the school.
4	Pupils and families have identified social and emotional issues such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Quality first teaching supported by regular research-focussed professional development with wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently	<p>Learning observations and walks demonstrate teaching is consistently good/outstanding.</p> <p>Staff know pupils and are addressing gaps in pupil knowledge through intervention.</p> <p>Pupil progress is monitored as part of assessment programmes with individual teachers, PP champions, PP mentors, and pastoral leads aware of concerns.</p> <p>Regular CPD for staff - weekly and termly developments are embedded.</p>
Strategic targeted use of wave 2 subject specific intervention	<p>At KS4, small group wave 2 subject intervention programme operates across the academic year.</p> <p>Impact measurable by staff and pupils through assessments, questionnaires etc.</p> <p>Pupils provided with one to one support as identified when small group intervention does not make an impact.</p>
Improving literacy and numeracy skills in Y7/8 where gaps may have been identified as a result of pandemic lockdown	<p>Literacy and numeracy programme delivered by staff to small group</p> <p>Regular testing to check progress</p>

Raise attendance and reduce persistent absence for disadvantaged pupils	Attendance improves for identified pupils as well as a reduction in number and amount of persistent absence. Form tutors tracking attendance and holding conversations with pupils about attendance to reduce need for further action.
Raise the number of opportunities for pupils who need alternative curriculum provision	Number of in-house curriculum opportunities are provided for pupils e.g. Prince's Trust as well as identification of support at alternative settings e.g. Plumpton, The WorkPlace. Provision meets pupils' needs and supports their progression.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching supported by regular research-focused professional development with wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently	Recruitment and retention of high-quality teaching staff including specialist staff in all subjects is shown by the EEF as being the most important lever to help pupils improve outcomes https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,4
Developing metacognitive, self-regulation skills as well as oracy and feedback in all pupils. This will involve ongoing CPD across the year.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,000 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic targeted use of wave 2 subject specific intervention	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,4
Improving literacy and numeracy skills in Y7/8 where gaps may have been identified as a result of pandemic lockdown	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Programmes can then be implemented to support pupil progress:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>For example, with Literacy</p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000 approximate figure

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance and reduce persistent absence for disadvantaged pupils	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2, 3, 4
Providing Pastoral Support to meet social, emotional and mental health needs of pupils	<p>EIF's report on adolescent mental health found good evidence that CBT interventions as well as a range of other support can reduce symptoms of anxiety and depression and develop young people's social and emotional skills as well as supporting parents and carers:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	2, 3, 4

Total budgeted cost: £210,000 (approximate)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

A wider strategy to constantly demand the highest standards of teaching from our staff has remained consistent throughout the last year despite the pandemic. Staff continued to receive termly CPD on key pedagogical approaches including improving engagement, metacognition or retrieval practices. Staff have received presentations, sessions led by Tom Sherrington as well as cross-department meetings to develop practice. Weekly teaching and learning briefings have focused on current issues/practices with staff. For example, in Term 3, we focussed on honing our delivery of online lessons as each lesson was delivered live to pupils. Finally further support/guidance was also given in Subject leaders' meetings to look at practice and share this with others whilst developing action plans to take back to departments.

Learning walks and departmental monitoring identifies lessons are of a high standard, pushing learning to encourage recall and independence in learning. Pupil progress is at the heart of planning and delivery and staff know their Pupil Premium pupils and work to support their needs. Reviews of profile analysis and monitoring shows that feedback needs to be timely and impactful and intervention may be required more frequently for some KS3 pupils than is current practice.

Developing numeracy skills was key to our activity last year and to give additional support to those pupils who struggle the most in Maths in Y7 and 8. This involves repeating core skills such as times tables, the four operations, place value and operations on number. These pupils were identified as a result of standardised testing. The end of year assessment showed that these pupils made on average a 26% increase from their scores at the start of the year, with scores ranging from a 5% to a 90% increase. However, due to the nature of Maths it is impossible to isolate the impact of these classes as these skills and topics are taught in normal Maths lessons as well. However, pupils develop confidence and self esteem in these smaller groups where they gain the support of a teacher. We have learnt from this work and we will have continued monitoring of data and a new approach to Year 7 numeracy with very small groups (13 or less), alternating termly with Literacy. Only specialist teachers will be taking these groups. More resources have been created for these classes.

Literacy programmes which develop skills to build confidence and resilience with the subject were also developed to support identified pupils. It gave additional support to those who find English challenging building skills such as SPAG, sentence structure, vocabulary, speaking and listening and exposing pupils to a range of differentiated

texts. Pupils gave feedback which said that they felt supported with small group work and 1:1 support from teachers. We have identified that in the next strategy we will plan INSET for Literacy Support teachers as well as online lessons in case of COVID lockdown to reduce any learning loss.

Furthermore, Bedrock was used as a significant tool to close the vocabulary gap and to be used as an intervention strategy in Literacy Support lessons. Data shows that on average PP pupils' vocabulary improved by 29%. The Bedrock Impact report 2021 Bedrock analysis report demonstrates this. We need to continue to track and monitor Bedrock data and lesson completion by PP pupils and ensure the rewards system is engaging for PP pupils as identified by pupil voice.

Small groups teaching by a specialist trained lead of SOUND raises literacy attainment by developing vocabulary and comprehension. The 6 week intensive phonic programme has shown pupil reading ages and standardised scores increase significantly. The average increase was 1.3 yrs reading age for Pupil Premium pupils after a 6-7 week accelerated reading programme. The highest increase after 6 weeks was as much as 2.7 years.

With the challenge of the pandemic, we still chose to keep our disadvantaged focused and in school and especially working with younger year groups and parents to create good attendance habits. The additional time provided by the EWO meant that weekly meetings were held with Pastoral Leaders. This led to close tracking and monitoring with partnerships with parents and pupils. Improvement in the tracking of persistent absent pupils occurred through unification of EWO and STR systems to ensure that a picture of attendance and actions could be easily accessed and reviewed. The EWO will phone parents to set up meetings, welfare calls and issue letters of support, advice and meeting invites to parents. This is now recorded on a Persistent Absence spreadsheet where the history of the pupil's attendance for the academic year and subsequent years can be tracked. This gives a more holistic picture of the patterns of attendance and the support in place.

The EWO has also tackled the persistent absence of pupils of Y11 vulnerable groups. Whole school attendance was improving as was Persistent Absence, however the Covid 19 outbreak has warped some of the figures to date.

Attendance was positive on return to school especially for the first term. In Term 2 there was a drop as more pupils had to isolate including Pupil Premium pupils. Although Term 3 was in lockdown, teaching followed a normal school day timetable and full attendance was required remotely. The attendance was followed up by all staff. As a result, Term 4, 5 and 6 saw good attendance figures leading to 95.71% for the cohort compared to the previous year of 95.92%.

Whole school attendance was improving as was Persistent Absence, however Covid 19 outbreak has warped some of the figures to date. Whole School attendance figures for 2020-21 95.71% (95.9%, 95.81%)

PP attendance stood at 93.81% (91.9%,92.6%) versus Non-PP at 96.05% (95.9%, 96.5%). 33.6% (38.5%,42%) of Persistent Absentees are PP pupils. These statistics show an improvement in Persistent absence of PP pupils, and PP % attendance of 0.13% as opposed to a drop of 0.7% based on the previous year.

Using Graduate Tutors to support a key group of Y11 in maths and English which enabled them to receive intensive support ahead of assessments. Much time was spent looking at exam technique and planning answers in English as well as fundamental skills of language. Numeracy skills were targeted in maths with time spent focusing on key areas of weaknesses as identified by staff. This programme of support ran from Term 2-Term 5. It is very difficult to quantify the impact of this support from that of the teacher's input but the resilience and independence skills as a result of the sessions were clearly tangible in pupils. Qualitative feedback from both pupils and parents was highly positive. Additionally, all pupils in Year 11 achieved Grade 4 and above in their TAG's.

We have been trialling an early morning intervention programme which includes activities that staff undertake with pupils over the course of 6 weeks so that pupils will be able to see that they are making progress. Pupils are identified on the basis of need and staff complete an audit or use an exam question/paper to provide baseline data.

The group of pupils have been chosen based upon gaps but this is not about trying to fix every gap but to enable pupils to feel that they have made progress in key areas, develop metacognition skills in the subject to support their progress and thus promote self-esteem. During the last session, a final assessment takes place and progress is measured. This is followed up with pupil and staff surveys. This has run for Y11 and Y10 in the academic year 2020-2021 with 2 sets of 6 week programmes in place.

Taking the last Y11 cohort, for example, 69% of those chosen to attend the sessions (43 pupils) made progress as measured quantifiably, 26% made some but not significant progress and 5% made no progress. Pupil voice identifies the benefit of working in such small groups with staff on key areas that they have struggled with. They found the opportunity to discuss and share issues much easier and gain much faster feedback from staff. They liked the fact that they were getting the support from someone that they knew. Staff found that the best progress was made by pupils who attended all sessions and were willing to share concerns and proactively use the sessions to the full. Much learning has taken place from staff delivering these sessions and this will be continued in the next academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Literacy programme	Bedrock, Lexonik
Phonics	Sound training

Service pupil premium funding (optional) - Not applicable

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A