

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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 Margaret Ward Catholic Academy
Number of pupils in school	1160
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	D McKenna
Pupil premium lead	A Ponsford
Governor / Trustee lead	R Maguire / D Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,170
Recovery premium funding allocation this academic year	£42,630.00
National Tutoring funding (Ring-fenced School led tutoring allocation)	£35,640.00*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£362,440.00</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A
---	-----

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*

As a Catholic School, with a Lasallian identity, we must aspire to overcome the inequalities of disadvantage through education and enable all our students, from all backgrounds, to compete on equal terms with their peers, no matter how privileged their background, in the future. At the very least, our aim must be that every child that leaves St Margaret Ward Catholic Academy at the end of Year 11 is educated to a level where they are able to read a broadsheet newspaper from cover to cover with complete understanding and confidently engage and interact with society as informed and educated citizens.

Our 'Touching hearts' curriculum has, as its core intention, a focus on formation; through our Catholic life initiatives, collective worship, systems, policies, pastoral care, personal development, extra-curricular programme and educational visits we aim to develop the character of our young people to prepare them to become responsible and independent young people of faith inspired to make a significantly positive contribution to society in the future.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Our Pupil Premium strategy plans to ensure that the education we provide helps to address disadvantage and inequality in our wider community. By focusing on the seven challenges we have identified and outlined below, we intend to ensure all students have a high-quality inclusive education. A tiered model that focuses upon high-quality teaching, targeted academic support and wider strategies supports our existing school improvement planning. By concentrating on effective, regular and very specific targeted coaching for teachers, rigorous assessment and careful monitoring of students, targeted, evidenced based literacy and numeracy interventions, additional SEMH support for students that are struggling to engage with school work and greater participation in extra-curricular opportunities we anticipate all students, regardless of background, will have a successful education that prepares them for life after school.

- *What are the key principles of your strategy plan?*

Our strategy plan is derived from our School Improvement plan which is centred on the five core values of a Lasallian education: Faith in the presence of God (Catholic life, formation and personal development), Respect for all persons (Behaviour and attitudes), Inclusive community (Effective leadership to ensure all members of the community are included and participate in school), Quality education (Our teaching minds and touching hearts curriculum), Concern for the poor and social justice (Ensuring barriers to learning and social inequalities are addressed through education to secure the highest educational outcomes). By addressing the following 7 challenges through this strategy plan we aim to fulfil these underlying principles.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy levels of all students need to be significantly improved particularly among disadvantaged pupils
2	Leaders should ensure that teachers know how to systematically check learning in their subjects so that they can identify gaps in learning and give pupils the help they need. Delivering effective CPD & coaching to upscale staff to identify when pupils are stuck or have gaps in their knowledge, and to know how to systematically check learning in all subjects. This will more effectively support student learning and progress.
3	Two years without data from KS2, KS4 and KS5 alongside significant changes to the curriculum requires a different approach to collecting and using data.
4	Additional numeracy support for the least able students, many of whom are disadvantaged is required. Due to the impact of Covid-19 related disruption some students have even greater gaps in learning. We require bespoke tutoring particularly for numeracy support. Identification of students will be informed by GL assessment data. Through this we intend to address and close the gaps in prior learning in maths due to the impact of Covid 19.
5a	Support for students with challenging behaviour as a result of SEMH is required – We will continue to develop an onsite AP hub to support these students whilst still facilitating access to a challenging curriculum. Recruitment and training of effective support for students with challenging behaviour.
5b	Counselling support from Young minds and access to an Educational Psychiatrist is required to support SEMH. Measuring impact of support with students who have social & emotional difficulties.
6	The school offers a wide range of extra-curricular activities but should do more to track who accesses these and analyse this data to ensure these opportunities can be used to engage more students, particularly disadvantaged, in their education. Implementing effective monitoring, identifying and signposting students to increase engagement levels in extra-curricular activities.
7	Improve attendance and reduce PA%

## 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
1. A holistic literacy strategy including Disciplinary literacy to be	A school-wide literacy strategy is to be embedded which results in every child being able to read at least

<p>embedded across the curriculum, with a focus upon providing targeted vocabulary instruction in every subject.</p>	<p>at their chronological reading age level. Rapidly close the reading gap for our weakest readers by continuing to deliver targeted, high quality and measurable literacy interventions.</p>
<p>2. Deliver effective CPD and Introduce &amp; Implement Instructional Coaching to support all teachers to reflect on and improve their practice in the classroom and improve outcomes.</p>	<p>Consistent high quality of teaching to significantly reduce in school variation and diminish the gap between disadvantaged students and their peers. Deployment and practice of support staff is in line with the recommendation set out in the 'Maximising the Impact of Teaching Assistants' research.</p>
<p>3. Rigorous internal assessment using the GL and CAT4 assessment KS3 package to ensure the school has data that is as accurate, reliable and valid as possible to ensure student potential is identified and supported appropriately. Training for all teachers on writing effective assessments to support this in each department.</p>	<p>All KS3 students take the GL NGRT and CAT4 assessments. As a result of these assessments age related expectations can be tracked, information will be shared to help teachers identify and address gaps. All staff have been trained and are producing effective assessments which will provide useful information for teachers to act upon.</p>
<p>4. Addressing the gaps in maths' prior learning, due to Covid-19. Improved attainment for disadvantaged students shows they are working at age appropriate levels in line with their base data.</p>	<p>Targeted maths tutoring allows students to engage in the curriculum and closes the gaps in prior learning. Summative Assessment highlights they are in line with peers of similar ability. Effective remote learning is in place for when it is needed.</p>
<p>5a The impact of a small in-house Alternative Provision hub, with access to counselling and E.P. assistance supports students identified as struggling to access the curriculum.  5b Students who are identified as struggling with the demands of mainstream expectations due to social &amp; emotional difficulties are well supported.</p>	<p>An increased percentage of students are able to go back into mainstream lessons. Their attitude to learning improves which will be reflected in their outcomes. Improved outcomes from what the last data entry indicates. Increased attendance. Decrease in number of FTE's and detentions. Impact of Young Minds counselling ensures targeted students are able to cope with the demands placed upon them, both at home and inside school. LAC students are well supported and perform well.</p>
<p>6. There is a strong take up by pupils, of the extra-curricular opportunities provided, with the most disadvantaged pupils consistently benefitting from this work.</p>	<p>Providing an enhanced extra-curricular and educational visit offer for all disadvantaged students, ensuring greater involvement and engagement for all students to increase participation in activities and enjoyment of school to raise attendance, to develop talents, skills and confidence, to improve mental health and develop cultural capital. Implement the new tracking and analysis of attendance to extra-curricular activities, which provides information on which disadvantaged students to target.</p>

<p>7. Revised approach to attendance strategies which improves attendance, including persistent absenteeism.</p>	<p>Pupils are on time to all lessons, are punctual and have attendance in line with or above the national average.</p> <p>Appropriate, swift and effective action taken when this is not the case.</p> <p>Particular focus on Y9, as their PP attendance is the lowest.</p>
--	---

## 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: **£59,542.70**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve Literacy Levels. Introduce a targeted reading programme with a focus on challenge, vocabulary and comprehension to replace the accelerated reader programme. These will be delivered as discrete lessons to all Year 7 and 8 classes.</p> <p>Staff CPD will focus on reading high quality challenging text and inference and comprehension in all subjects.</p> <p>Direct Instruction will be evaluated to understand the impact this has on our younger students in our efforts to ensure they catch up with their peers.</p>	<p>Linked to EEF Guidance Report on Improving Literacy in Secondary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>NPQSL Research Project.</p>	1
<p>Pilot Group initially using Instructional Coaching, receiving CPD from Assistant Principal on Teaching &amp; Learning in year 1. This will be rolled out across all teachers in future years.</p> <p>Train ITT and ECT mentors on Instructional Coaching.</p> <p>Assistant Principal for Teaching &amp; Learning will lead training on writing effective assessments</p> <p>Training on Metacognition for leads to disseminate</p>	<p>Linked to research from:- <a href="https://notes.steplab.co/post/BPav00-5/When-we-talk-about-Instructional-Coaching-what-do-we-mean">https://notes.steplab.co/post/BPav00-5/When-we-talk-about-Instructional-Coaching-what-do-we-mean</a> <a href="https://samsims.education/2019/02/19/247/">https://samsims.education/2019/02/19/247/</a> <a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a></p> <p>Impact of High Quality Teaching and High Quality Feedback. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Benefits of metacognition from EEF:- <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	2

<p>Plan how GL NGRT assessments will be used to inform the literacy strategy moving forward.</p> <p>Lead Data Review meetings post assessment points.</p> <p>Review and rewrite School Assessment Policy.</p> <p>Codify the assessment writing process and review assessments prior to publication.</p>	<p>GL and CAT4 have been introduced because of an absence of KS2 results for the last two years. These provide a standardised assessment benchmarked in line with National performance. They will support us to track student performance against age related expectations and help to generate KS4 outcome targets.</p> <p>In order for data to be effective, the results gathered must be valid and reliable.</p> <p><a href="https://fft.org.uk/how-schools-use-data/">https://fft.org.uk/how-schools-use-data/</a></p>	<p>3</p>
---	--	----------

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

Budgeted cost: **£157,164.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using the Recovery Funding to explicitly address the identified need in Maths – gaps from prior learning hindering progress.</p> <p>National Tutoring Program: School-led Tutoring programme will be used to provide intensive intervention support to support Year 7 and 8 students to fill gaps in knowledge and narrow the progress gap. Additional support will also be given to some students in Year 10 and 11</p>	<p>Maths Mastery through the White Rose materials.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Benefits of small group and or 1-2-1 tuition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">Teacher collaboration supports mixed-attainment classes   NCETM</a></p>	<p>4</p>
<p>Teachers Delivering Targeted Lessons in the</p>	<p>School internal data indicates numbers of students who receive repeated sanctions are high. Internal data highlights FTE are high.</p>	<p>5a</p>



Alternative Provision Hub	Internal Data from Year 1 Report on the DLS Centre highlights the positive impact:- attendance, exclusions, outcomes, parent feedback have all been very positive and demonstrated improvement	
Direct Instruction support for those below chronological reading age	<p>Research supporting the benefits of Direct Instruction:-</p> <p><a href="#">What can we learn from Direct Instruction &amp; Siegfried Engelmann?   Joe Kirby (wordpress.com)</a></p> <p><a href="#">IGSA2013di.pdf</a></p> <p><a href="#">Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist. (tandfonline.com)</a></p> <p><a href="https://my.chartered.college/wp-content/uploads/2018/08/04.pdf">https://my.chartered.college/wp-content/uploads/2018/08/04.pdf</a></p> <p><a href="https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+red.pdf">https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+red.pdf</a></p>	1
Phonics Support for those below chronological reading age	<p>Evidence supporting the inclusion of phonics support:-</p> <p><a href="https://literacyproj.org/2019/01/29/10-key-benefits-of-phonics-education-with-children/#:~:text=Phonics%20allows%20children%20to%20see,reasoning%20and%20reasoning%20by%20analogy.">https://literacyproj.org/2019/01/29/10-key-benefits-of-phonics-education-with-children/#:~:text=Phonics%20allows%20children%20to%20see,reasoning%20and%20reasoning%20by%20analogy.</a></p>	1
Disciplinary Literacy and targeted support for tier 3 & 4 students	<p>Evidence on prioritising Disciplinary Literacy:-</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4#nav-download-the-guidance-report-and-poster</a></p>	1

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

Budgeted cost: **£136,865.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor, Educational Psychologist, and Well Being Team Support sessions with targeted Students	<p>Outcomes are being hit by socio-emotional issues in students background.</p> <p>Also supported by research from EEF:-</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5b
Deliver, track and monitor extra-curricular activities, then analyse data to identify trends and signpost students to	<p>EEF Three Tier Model.</p> <p>Behaviour improves in school when they are engaging in activities as students feel they belong to the school:-</p> <p><a href="https://nces.ed.gov/pubs95/web/95741.asp">https://nces.ed.gov/pubs95/web/95741.asp</a></p>	6

<p>existing provision or develop more.</p> <p>Inform parents of levels of engagement.</p> <p>Further develop the Holiday School provision that supports transition from Primary school and provides support for students and families outside of term time. Offer take place in each holiday, not just summer. With support from the Hubb Foundation.</p>	<p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p> <p>Engagement with Parents, linking to EEF guidance Report:- <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Summer School Highlighted by the EEF Teacher Toolkit:- <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	
<p>Effective use of Collegiate Education Welfare Officer to support the high number of disadvantaged Students that are persistently absent</p> <p>Continue to run Attendance Clinics</p> <p>Monitor attendance and intervene when specific thresholds are met.</p> <p>Breakfast Club to support punctuality to school</p>	<p>Engagement of parents – please see link above.</p> <p>Use strategies to improve attendance that are routed in evidence of the cause of weaker attendance, including high quality teaching and relationships.</p> <p>Evidence highlighting the need for good attendance is below:- <a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p>	7

**Total budgeted cost: £353,572.20 including School-led tutoring (£338,140.00 from a PP and recovery premium total of £326,800 excluding School-led tutoring\*)**

Unless more further tutoring is offered, £11,880 will be returned to EFSA from the ring-fenced fund. Therefore, the total is likely to be £-3,012.20 from the total budget for this academic year highlighted on p1.

If more tutoring is offered from this fund, 75% will be covered by the remaining £11,880. The remaining 25% will be an additional spend from the Recovery Premium funding and school budget.

## 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.

Teaching Priorities		
Aim	Activity	Outcome
<p>To implement a holistic approach to provide effective teaching in the classroom that allows every student to make at least the progress expected of them.</p>	<ul style="list-style-type: none"> <li>• Implement 'Effective Learning at St Margaret Ward' to guide teacher planning and practice and requires cognisance of warm strict classroom management, responsive teaching and exploiting opportunities to develop cultural capital throughout every lesson.</li> <li>• Monitor the impact of this guidance on the quality of learning.</li> <li>• Feedback from online evaluations allows for targeted coaching to support staff in developing this approach to teaching, thus ensuring all students succeed. A bespoke coaching programme for teachers will be introduced over the coming year.</li> </ul>	<p>The National PP Lead, Marc Rowland, highlighted the following points from his visit;</p> <p><i>"Disciplinary reading and evidence-based vocabulary instruction in the classroom, supported by more direct, structured reading interventions... This is an approach that addresses the impact of disadvantage on learning, and works to improve pupils as learners. The focus on reading is everyone's responsibility. It aims ensure pupils can access the broad and demanding curriculum."</i></p> <p><i>"When asked, how best we address disadvantage, all staff responded by talking about improving teaching and learning across the curriculum"</i></p> <p>Using the 2019 P8 model, our P8 score increased from -0.20 to 0.18 for the whole school. PP has moved from -0.64 to -0.16 from 2019. This will continue to be a focus.</p>
<p>To implement an effective formative and summative assessment that ensures no student is left behind and a focus on lesson by-lesson</p>	<ul style="list-style-type: none"> <li>• Introduce the focus on 'keep in mind' students. This is to raise the expectation that teachers identify which students need additional focus in their day to day teaching. These students may be SEN, PP, higher ability or male, or they may be students that have fallen behind during the extended school closures, but the focus should be on ensuring every student is supported to</li> </ul>	<p>Frequency of quizzes has increased and is now regular practice for staff. The information collected from this informs teachers of progress.</p> <p>Quality of Q+A has improved and frequency of Live Marking.</p> <p>As a result of Covid 19 and working in bubbles, teachers still need to develop the consistent use of systematically checking pupils</p>

<p>monitoring of 'keep in mind' students.</p>	<p>achieve and all teachers should be clear about which students are underperforming and intervene routinely to support them.</p> <ul style="list-style-type: none"> <li>• The SMID report data software will be introduced to give staff more access to data and to make the 'keep in mind' students more visible to classroom teachers and Leaders.</li> <li>• A continued focus on low stakes, high challenge testing, regular review and formative feedback in class will be a priority in our CPD this year and responsive teaching is a key expectation in the teaching and learning guidance shared with staff.</li> </ul>	<p>understanding. We will develop this by implementing strategies to ensure that this is identified quickly at a pupil level and also at a curriculum level.</p> <p>SMID software has been introduced and being used by leaders in the school. This needs further developing with teachers to use the software more confidently and comprehensively.</p> <p>Middle leaders have had training to use the software.</p> <p>Training for all staff on responsive teaching took place in October</p> <p>PP Lead has had CPD on effective formative assessment from EEF research school.</p>
<p>Implement a carefully sequenced, challenging, knowledge-rich curriculum that stretches and supports all students.</p>	<ul style="list-style-type: none"> <li>• Review and refine the curriculum in every subject to ensure students are challenged and the curriculum is carefully sequenced to ensure optimal learning. This will continue to be evaluated each year.</li> <li>• Knowledge-rich resource booklets have been developed in English with the support of the Midlands Knowledge Hub to raise the level of challenge and expectation. The Science department are also trialling Knowledge booklets this year.</li> <li>• This practice will be shared through CPD with teachers and subject leaders by the Head of English who is using this as part of their wider whole school reading and literacy NPQSL project.</li> </ul>	<p>Recent Ofsted visit mentioned: - The curriculum is logically sequenced. Leaders considered content. For example, in Maths pupils routinely revisit topics they have learned before and this is helping pupils understanding.</p> <p>Knowledge booklets provide greater consistency in teaching and reduce in-school variation in quality.</p> <p>Teachers have good subject knowledge and Leaders put in appropriate support where necessary.</p>
<p>Implement high expectations, clear routines and consistency</p>	<p>High expectations and clear consistent routines continue to be a focus for the year. Through a consistent approach we expect teachers to teach their lessons 3 High expectations, clear routines and consistency across</p>	<p>A recent Ofsted inspection highlighted that the staff '<i>have high expectations of all pupils and they expect pupils to work hard and act respectfully. Pupils know what is</i></p>

<p>across classrooms</p>	<p>classrooms without low level disruption and to provide a learning environment where students with additional needs can focus and be supported.</p> <ul style="list-style-type: none"> <li>• Reorientation weeks, and the reinforcement of the 'St Margaret Ward Way' and the introduction of 'line ups' and year group 'zoning' will reinforce this.</li> </ul>	<p><i>expected of them and live up to expectations'.</i></p> <p>The report also stated that the school <i>'has high expectations. Pupils behave well in lessons.'</i></p> <p>Routines were amended due to Covid restrictions and ensuring the safety of the school community.</p> <p>An external visit from National PP Lead highlighted <i>"The encouraging reflection from the visit was that teachers and pupils are able to articulate clearly how behaviour, learning and expectations have significantly improved. This is a place where disadvantaged pupils are increasingly thriving."</i> And he stated <i>"Pupils and teachers reported that expectations, behaviour, learning behaviours relationships and belonging have improved."</i></p> <p>Internal Data on Detentions, Exclusions, Zacchaeus Centre and DSL Centre support improvement.</p>
<p>A focus on introducing an approach in all subjects to reading challenging subject specific text and supporting students to understand it will also be a priority.</p>	<ul style="list-style-type: none"> <li>• Introduce a targeted reading programme with a focus on challenge, vocabulary and comprehension to replace the accelerated reader programme. These will be delivered as discrete lessons to all Year 7 and 8 classes.</li> <li>• Staff CPD will focus on reading high quality challenging text and inference and comprehension in all subjects.</li> <li>• Direct Instruction will be evaluated to understand the impact this has on our younger students in our efforts to ensure they catch up with their peers.</li> </ul>	<p>Recent visit from National PP Lead highlighted :-</p> <p><i>"The focus on reading across school should have a strong effect size on pupil outcomes over time. It is a long-term approach that will need further refinement, with ongoing professional learning for staff and quality assurance at middle leadership levels."</i></p> <p><i>"Critically, the schools' approach centres on developing the reading skills of disadvantaged pupils through the teaching and learning and academic intervention strands."</i></p> <p><i>"Disciplinary reading and evidence based vocabulary instruction in the classroom, supported by more direct, structured reading interventions"</i> is being implemented in the school</p>

		Planned CPD on Disciplinary Literacy had to be postponed due to the impact of Covid and was delivered in September inset.
Targeted Academic Support		
<p>A planned departmental response to identify which students have been academically disadvantaged by the extended school closures and departmental strategies to support them. Where students require additional support will provide academic mentoring. This will be informed by the EEF guidance for schools and additional funding from the national Catch up fund and National Tutor programme will be used to support this</p>	<p>Historical external exam data and findings of the recent Pupil Premium review demonstrate the need for a coherent and sustainable approach to helping disadvantaged students amongst others to catch up with their peers. The research and support from the EEF for both Pupil Premium guidance and the EEF Guide to supporting school planning: A tiered approach to 2020-21 show that an approach that places high expectations, clear routines and high-quality teaching for all at the heart of this is proven to be most effective. Work commenced on this approach in the 2019-20 academic year and post 'lockdown' this will be developed to support those students disadvantaged by the enforced school closures.</p> <ul style="list-style-type: none"> <li>• Support for those students most in need of support will be made available through one to one and small group teaching coordinated from our AP hub and for our Year 7 students also through our Direct Instruction Programme for groups of 12. This strategy will involve support from the Academic Mentor Programme (with Teach First) and will utilise national catch up funding.</li> <li>• The Principal will meet with every subject leader separately to discuss the catch-up needs in each subject area and use this information to develop a consistent strategy to support these students.</li> </ul>	<p>Extra support sessions were run outside of lesson time to help students with any gaps in their learning.</p> <p>School prioritised supporting the students and trying to encourage them back to school as quickly and as often as possible.</p> <p>School leaders met frequently in online meetings during the period of 'lockdown'. Concerns over the curriculum, environment and pupil welfare were high on the agenda. Leaders felt students were in a good place considering the disruption to their learning and they had modified the curriculum to meet the needs of the students.</p> <p>The academic mentoring programme was not used, but is planned to be used this year with a small number of Year 7 and 8 students who are struggling with the curriculum in maths.</p> <p>These meetings identified that work set during the first lockdown was largely consolidation and revision and so, whilst slightly behind in</p>

	<ul style="list-style-type: none"> <li>• The Newman Catholic Collegiate will support this process with assistance from the School Improvement Partner who will meet with the Principal to agree this strategy.</li> <li>• Post 16 academic mentor funding will also be used to support Post 16 students who require additional support with English and Maths.</li> </ul>	<p>curriculum coverage, there are not too many gaps in knowledge.</p> <p>The Newman Catholic Collegiate have supported the process and documentation, reviewing actions by the school. With this support the school published it's Catch up strategy plan on the website.</p> <p>Additional timetabled lessons and intervention support was provided to support the identified students.</p>
<p>The development of a small inhouse Alternative Provision hub, to support students identified as struggling to access the curriculum.</p>	<p>A number of students have been identified as having additional needs to access mainstream provision. These will be supported with a bespoke range of interventions to ensure they are able to access the curriculum in lessons and are supported with their social, emotional and mental health needs. As part of the Opportunity Area AP hub initiative, developed across the city over the last academic year, students are being provided with a network of support whilst in school to focus them on effective learning and success.</p> <ul style="list-style-type: none"> <li>• Using the next wave of Opportunity Area Funding we will develop a dedicated space that will offer additional support for those students who we know required additional support prior to the school closures, support for those struggling emotionally as a consequence of the extended school closures and additional teaching and academic mentoring to help specific students catch up. Liaison with the LA and Reach Academy will provide us with additional specialist support in the autumn term.</li> <li>• The aspiration is that these will be short term interventions that</li> </ul>	<p>This has been implemented and provided some excellent results for these students. The results were excellent in terms of exam outcomes, in terms of behaviour and in terms of attendance.</p> <p>In the DSL Centre:- 44% of all grades were a 4 or better. Improvement from latest data collection highlighted an average improvement of 7 grades.</p> <p>This model has been carried forward this year with 6 more students involved in the support programme.</p>

	<p>effectively support students back into a full time mainstream curriculum which leads to academic progress and success for all.</p> <ul style="list-style-type: none"> <li>• Core subject teaching will continue for these students in addition to their interventions with SEMH support from mentors and additional SEND support where required.</li> </ul>	<p>In addition, some students have been able to engage in the mainstream school day.</p> <p>SEND Team support students in class effectively. Developing consistency of interventions of support is ongoing.</p> <p>Recent Ofsted visit highlighted :-  <i>“The inspectors looked at the quality of education and there is no evidence of the curriculum narrowing and all pupils are studying a broad range of subjects. Leaders are ambitious for all pupils including SEND pupils.”</i> (this includes PP SEND)</p>
Wider Strategies		
<p>An effective rewards system that promotes and rewards effective self-regulation that is clearly understood by all students and effectively motivates and encourages students to be responsible and respectful learners. This can be shared daily with parents through parent portal.</p>	<p>That we develop the rewards system into a more simplified method of rewarding excellent behaviour, so that excellence in behaviour becomes the norm and excellence in school work develops.</p> <ul style="list-style-type: none"> <li>• That students and parents know and understand what the rewards system is for and what its purpose is.</li> <li>• That both intrinsic and extrinsic rewards are developed across the school community.</li> <li>• That we celebrate all aspects of school community life and move the focus from the negative to the positive.</li> <li>• That we share this information regularly with all stakeholders and also give opportunities for an increased social media presence and through the Parent Portal.</li> </ul>	<p>The rewards system was developed to recognise achievements during lockdown two.</p> <p>Achievement point shave been introduced although extrinsic rewards through prizes and badges have not yet been implemented due to the impact of Covid. These will be introduced in the following year.</p> <p>Intrinsic rewards have been developing though the use of Metacognition strategies (EEF report), organising, planning retrieval, and reflection on what has been accomplished.</p>



<p>The continued refinement of remote learning to support all students in the event of individual isolation or possible partial, or full, school closure.</p>	<p>The use of Microsoft Teams to provide remote learning during the school closures will be developed to work alongside classroom teaching to ensure that individual students, or in the event of a future partial or full lockdown, all affected students can access learning from home immediately. There is a Remote Learning Policy in place, the impact has been evaluated and an action plan is in place to continue to improve provision.</p> <ul style="list-style-type: none"> <li>• Home and remote learning protocols are updated and shared with all staff and students.</li> </ul>	<p>Microsoft Teams was used comprehensively and effectively by all teachers.</p> <p>Attendance was high to remote lessons (in comparison with other Stoke Schools).</p> <p>The software is still being used to support students who are absent, and by staff for meetings.</p>
<p>Touching Hearts' curriculum that includes the statutory guidance on PSHE and RSE (using Ten:Ten resources) and student mental health and wellbeing</p>	<p>Review the 'Touching Hearts' curriculum 2019-20 (tutor sessions and PDD) to enable the re-building of a more substantial curriculum.</p> <ul style="list-style-type: none"> <li>• Map the updated 'Touching Hearts' curriculum, ensuring that all statutory guidance is met, across 7 years and ensure that all sessions are planned and resourced at least half a term in advance.</li> <li>• All staff delivering the 'Touching Hearts' RSE programme and the RE department are to undergo Ten:Ten training.</li> <li>• Whole staff introduction and training during INSET.</li> <li>• Evaluation of the 'Touching Hearts' programme and monitoring of the consistency of delivery.</li> </ul>	<p>Inset training was successful – staff evaluation.</p> <p>We have engaged with outside agencies to deliver important elements of the curriculum, e.g. NSPCC.</p> <p>New guidelines on mandatory content are being implemented into the curriculum.</p> <p>Ten:Ten is delivered through the RE SoW and Touching Hearts curriculum. All RE department and Touching Hearts teachers have received training.</p> <p>Evaluation has taken place and adjustments have been made to the curriculum.</p>
<p>An extra-curricular offer that engages all students in their education that is carefully tracked and monitored. We should build upon the success of</p>	<p>Create a recording system for the extra-curricular offer.</p> <ul style="list-style-type: none"> <li>• Create a calendar of extracurricular opportunities including events, residential, retreats and visits.</li> <li>• Signpost activities to the most in need students and endeavour to</li> </ul>	<p>Extra-curricular clubs were up and running at the end of the academic year and have continued into this new year.</p> <p>More PE clubs are now permitted, alongside the Music, Drama, and STEM clubs.</p>

<p>outward bound, retreats, scholars programme and extra-curricular activities and look to extend this so that all students are involved in at least one activity, signposting appropriate activities to the most in need students.</p>	<p>sign up the majority to at least one activity.</p> <ul style="list-style-type: none"> <li>• Review the extra-curricular offer and participation levels every half term.</li> <li>• Ensure opportunities are offered for families that require support during holidays targeting vulnerable Y6 and 7 students most in need. These will be identified initially through Primary liaison and safeguarding information.</li> </ul>	<p>Homework Club is available to students before and after school.</p> <p>Breakfast club</p> <p>Tracking software for extra-curricular clubs has been investigated and suitable product is available. With the software, more effective tracking is available leading to more effective targeting and signposting.</p>
---	---	--

## 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
Hegarty Maths	Colin Hegarty
Unifrog	Unifrog

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The two students were included in the strategies above.
What was the impact of that spending on service pupil premium eligible pupils?	A continued focus on low stakes, high challenge testing, regular review and formative feedback in class will be a priority in our CPD this year and responsive teaching is a key expectation in the teaching and learning guidance shared with staff.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*