Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	All Saints' Catholic Voluntary Academy				
Academic Year	2020-2021	**Total PP budget**	£160,444 (plus £14633 LAC)	**Date of most recent PP Review**	April 2021
Total number of pupils	1095	**Number of pupils eligible for PP**	201 (Y7-11)	**Date for next internal review of this strategy**	Jul 2021

2. Current attainment (2019-2020 summer results)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-5 incl. EM	33.3	57.2
% achieving 9-4 in English / Maths	57.6	81.2
Progress 8 score average	0.3	0.6
Attainment 8 score average	4.4	5.6

3. Barriers to future attainment (for pupils eligible for PP) ←	Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff/ pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

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

A.	Pupils identified as 'Pupil Premium' do not make the same progress as those identified as 'Non-Pupil Premium'
B.	Some students have behavioural, emotional, social and mental difficulties
C.	Some students lack knowledge of knowing what and how to revise and have a lack of equipment and resources to engage in learning
D.	Some students' have low aspirations and do not access in school opportunities to develop their cultural capital

E.	Some staff lack knowledge of T&L strategies used to ensure progress is made

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

D.	Attendance rates for pupils identified as 'Pupil Premium' are lower than those identified as 'Non-Pupil Premium'
E.	Lack of opportunities for enrichment to raise aspirations and develop cultural capital outisde of school
F.	Poor parental engagement from some parents of pupils identified as 'Pupil Premium'
G.	Loss of learning and individual barrier due to COVID-19

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	• Embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like. Good habits shaped and bad ones challenged.	Increase the attendance of all PP students to fall in line with the whole school target of 97% Reduction in behaviour points by 10% Increase in conduct points by 10% Increased number of PP students accessing rewards by 10%
B.	• Through high quality instruction and an 'ambitious knowledge curriculum', All Saints' PP gap is reduced as mentioned in success criteria.	Year 11 GCSE results in 2021 demonstrate no more than a 15% gap between PP and non-pp students for: - Grade 4 in English and Maths in relation to FFT20 Targets
C.	• Through High quality instruction and an ambitious knowledge curriculum, to maintain whole school outcomes in line with 2019 and 2020 results.	**Summer 2021 Targets:** P8: -0.2 gap V Non-PP students **Summer 2020 results:** P8: -0.3 gap and target of -0.1 In school gap v national 0.3 target 0.5 **Summer 2019 results:** P8: -0.8gap and target of -0.5 In school gap v national -0.2 and target was 0.1
D.	• To develop fluent literacy and numeracy skills to ensure key stage 3 students are examination ready. • To develop confident and fluent readers, writers, and mathematicians. • To ensure that students have access to a wide academic vocabulary, to enable them to access the KS4 curriculum.	Students whose Reading age is below the age-related expectations in Year 7, improve their level of reading commensurate with their respective age. **GL assessment data:** HT2 – 59% scored 90 and below for their Mean SAS (Scaled scores) National Average of 95-105 (covering

		verbal, numerical, non-verbal and spatial reasoning) – reduce this to 0%, ensuring all students achieve 95+ Y7-8, PP students achieve in line with non-PP students in assessments during whole school assessment points.
E.	• To address individual barriers where financial, parental or any other individual barriers exist.	PP students are all able to access every Cultural Capital opportunity All Students have the correct level of equipment to support their learning. All students wear the correct uniform. All students can use school or public transportation.
F.	• To increase the number of PP students developing their personal development, to raise their aspirations thus enhancing their appreciation and understanding of cultural capital activities. Teach students powerful and culturally rich knowledge that they might not otherwise access.	NEET figures for PP students are in line with non-PP students Reduction in behaviour points by 10% Engagement with extra-curricular activities is the same from PP and non-PP students
G.	• To provide suitable provision to support students with behavioural, emotional, social and mental difficulties	Student voice demonstrates a positive response to all aspects of school life (rewards, behaviour, T&L, MH and Wellbeing)

5. Planned expenditure		You may have more than one action/approach for each desired	

Academic year		**2020-2021**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

| Embed high expectations with regards to Behaviour and Culture – students are taught explicitly what good behaviour looks like. Good habits shaped and bad ones challenged. | - Monitor behaviour points for PP students and provide pastoral support
- Provide additional support for students facing any B, E, S or M difficulties through the schools 3 staged support structure
- Peer mentoring (when appropriate to start)
- Think for the future (TFTF) mentor for individual students
- Whole school interventions

£15009 | Targeted high-profile students with behavioural needs, receive mentoring from pastoral staff.

2019-2020 data:
Conduct points for PP student's v non-pp up to 31/7/2020
Non-PP – highest conduct points = 318 v PP = 185

2020-2021 up to 1/12/2020:
PP = 30.1 average per student
Non-PP = 39.6 average per student

Exclusions for PP student's v non-pp | Weekly behaviour report monitors conduct points of students

Weekly updates from supporting staff to all staff regarding students that need specific support and for teaching staff to be aware of, to ensure the students stay and progress within lesson

Use of the attendance and wellbeing coordinator attached to each year group to support students | YPL
CWR
SCR
NKY | • Weekly behaviour report delivered in SLT meetings
• Student voice from mentoring after each cycle
• Staff voice (annual)
• Student attainment data (as per whole school calendar collection points)
• Half-termly Local Governing Body meetings and scheduled Trust DPS visits |

Exclusions table:

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Girl	14	12	6	8	8	3
Boy	37	48	40	36	18	3
SEND	3	13	8	12	2	1
PPG	11	14	17	18	20	4

Attendance data for PP students
2019-20, up to 14.2.20:
35 PA (17.67% of PP cohort) v 67 PA (9.28% of Non-PP cohort)

2020-2021 term: Up to 25/11/2020
22% PP students are PA v 11% Non-PP students are PA (persistent absence)

Tracker used to monitor all intervention offered and half termly attainment data

		-	**HT 3 and 4 2020-21** Table to show the students that did not receive negative points for not attending team's lessons during Lockdown remote learning |	PP	All students
Y7	89% (40 out of 45)	118
8	95% (38 out of 40)	124
9	73% (27 out of 37)	100
10	85% (40 out of 47)	140
11	97% (out of 36)	128 | **Laptops leant to students:** 22PP students out of 30 Non-pp students			

Attendance data for HT1/2 2020-2021 academic year:	Attendance data for HT1/2 2019-2020 academic year:

PP   *2020/21*
209 Total students
Overall `92.57%` Attendance
46 are PA students (`22%` of cohort)
8 x Year 11 are PPG and PA students
 	
Non-PP
731 Total Students
Overall `96.42%` Attendance
`59` are PA students (8.07% of cohort)
`18` x Year 11 are non-PPG and PA students
 	
   Slight increase (1-2 %) in comparison to 2019-2020 data
	PP *2019/20 0 /0 /19*
	 Total students
	Overall 93.85 % Attendance
	  38 are PA students (19.49 % of cohort)
	 7 x Year 11 are PPG and PA students
	
	Non-PP
	  Total Students
	Overall 95.62% Attendance
	 77 are PA students (10.64 % of cohort)
	 16 x Year 11 are non-PPG and PA students

Through high quality instruction and an 'ambitious knowledge curriculum', All Saints' PP gap is reduced as mentioned in success criteria	- DSEF used by CLs to identify under-achieving students and action - Staff use of the Direct instruction to support student learning - Intervention with students that require additional numeracy / literacy support within the curriculum (Zorba) - Staff CPD to share strategies that can be used to support all students - Curriculum Intent developed for each curriculum area **£21 306**	The gap between PP and Non-PP is too large and is a school priority to reduce: **Summer 2020 results:** P8: -0.3 gap and target of -0.1 In school gap v national 0.3 target 0.5 **Summer 2019 results:** P8: -0.8gap and target of -0.5 In school gap v national -0.2 and target was 0.1 **See row below for data for HT1/2 2020-2021 academic year**	Line Management Meetings Y7&8 DI and reciprocal reading Y8 lower ability reading group Y10/11 Zorba reports (2 hours per week of additional Maths and English sessions for Y11) Individual academic mentoring sessions from the KS4 academic mentor	HFT YPL ACS CHN	• Staff voice after-each CPD session • Data collection – as per whole school calendar • Lesson visits feedback (as per QA calendar) • T&L core group action plans • Half-termly Local Governing Body meetings and scheduled Trust DPS visits

HT1/2 2020-2021 data: Whole school data collection for Y8-11. A school gap exists between PP and Non-PP in all year groups. Y11 P8 score is above target. Y9-11 Attainment 8 score is close to or inline with the national gap.
==Above== – ==On== – Below

Y11:
% 9-5 incl. E/M 40.5% (PP) 54.4% (Non-PP) and ==in school gap v National Gap 11.2 Target 2.5==
% 9-4 incl. E/M 59.5% (PP) 69.8% (Non-PP) and in school gap v National Gap 16.7 Target 20.8
Progress 8 0 PP / 0.3 non-pp and -0.3 in school gap (target is -0.4) and ==in school gap v National Gap 0.3 Target 0.2==
Attainment 8 4.4 PP / 5.1 non-pp and -0.7 in school gap (target is -0.8) and ==in school gap v National Gap 0.6 Target 0.6==

Y10:
% 9-5 incl. E/M 34.8% (PP) 52.6 % (Non-PP) and ==in school gap v National Gap 7.2 Target 3.5==
% 9-4 incl. E/M 52.2% (PP)   81% (Non-PP) and in school gap v National Gap -1.8 Target 8.2
Attainment 8 4.3 PP / 5.3 non-pp and -1 in school gap (target is -0.9) and ==in school gap v National Gap 0.3 Target 0.4==
Progress 8 0 PP / 0.3 non-pp and -0.4 in school gap (target is -0.2) and ==in school gap v National Gap 0.2 Target 0.3==

Y9:
% 9-5 incl. E/M 18.9% (PP) 45.2% (Non-PP) and in school gap v National Gap 1.7 Target -1.2
% 9-4 incl. E/M 32.4% (PP) 67.7% (Non-PP) and in school gap v National Gap -8.3 Target 7.3
Attainment 8 3.6 PP / 5.00 non-pp and -1.4 in school gap (target is -1.2) and ==in school gap v National Gap 0 Target 0.2==

Y8:
% 9-5 incl. E/M 23.3% (PP) 48.2% (Non-PP) and in school gap v National Gap 0 Target 5.8
% 9-4 incl. E/M 46.5% (PP) 72.3% (Non-PP) and in school gap v National Gap 1.2 Target 14.9

Y7 – no data collections available

HT3/4 2020-21 review: Due to long period of lockdown data is not relevant at this point

| Through High quality instruction and an ambitious knowledge curriculum, to maintain whole school outcomes in line with 2019 and 2020 results. | - KS4 academic mentor to support PP students **(£33 630)**
- Intervention cycles to support PP students
- DSEF to incorporate strategies to support PP students **(£7576)** | Pupils who are behind in their learning benefit from small group learning. This closer support from trained staff enables rapid catch-up for pupils who have additional needs.

In response to DfE and governmental guidance we have Y7 and Y10 students on the NATIONAL TUTORING PROGRAMME (NTP) 46 sattending)
Y7: 16/40
Y10: 13/59

HT1/2 review - below | Mentoring x number of students and tracking weekly

Mock results issued and assembly about marginal gains, including Year 12 students who did not achieve well in Nov mocks

Curriculum intervention for underachieving students using data to inform students

February: Exam Analysis with SLM

Additional sessions around exam season to be timetabled. | SLM | • Student voice
• Intervention registers with impact column
• Data collection – as per whole school calendar
• Half-termly Local Governing Body meetings and scheduled Trust DPS visits
• NATIONAL TUTORING PROGRAMME data to be reviewed at end of cycle |

Cycle 1: HT2 (7 PP students out of 15)
90%+ attendance except for 1 students (1 student attendance dropped –SG concerns)
71% of targets met (calculated for 7 students across 6 weeks, with a weekly target set and evaluated)
Cycle 2: HT3/4 (15PP students out of 18)
Data unavailable due to COVID-19 – sessions were completed remotely which affected overall engagement and attendance figures not available.

Student voice: All students except one, stated that they could do everything below following the 6 week programme

I can and do..
Organise my work/notes/folders carefully and store them in a sensible location
An understanding of revision strategies that work and how I can apply them to my revision
Revision resources/folder are organised
Plan my week ahead so I can balance my time between independent study and other interest
Meet homework deadlines and homework meets the required standard
Create a clear timetable of when and where I am going to do my independent learning and homework activities
Proactive in asking for help
Demonstrate persistence when a task appears challenging
See mistakes as part of the learning process and act on feedback provided by your teachers on how to improve
Set high goals and aim to achieve the best you can

11 students are being mentored weekly by ACS – covering revision techniques to develop progress in all subject areas
After HT2 – all students were still underachieving in the same number of subjects
After HT4 – 5 students reduced the number of subjects in which they are under performing

	Total budgeted cost	£77522

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To address individual barriers where financial, parental or any other individual barriers exist.	- Attendance monitoring by YPLs and Individual students' meetings for students with concerning attendance **(£6465)** - Work with the well-being/mental health co-ordinator to support appropriate students - Purchase calculators for students without a scientific calculator **(£25 245)**	Previous records and communication with parents demonstrate that students' attendance, conduct points and progress are affected by home circumstances that school could assist with Attendance is not on or above the school target of 97% for all students and many students fall under the PA criteria. With increased attendance, will come increased learning outcomes **HT1/2 attendance figures:** see page 6	AHT and attendance officer to meet regularly and track actions for all students YPLs to analyse attendance and use attached staff to each year group to monitor and then mentor students with poor attendance	HFT YPLs ANR PGE CWR	• Wellbeing coordinator reports • JPC report and bulletin • Minutes from Year progress leaders, attendance office and AHT for behaviour and attitudes • Student voice • Half-termly Local Governing Body meetings and scheduled Trust DPS visits

To increase the number of PP students developing their personal development, to raise their aspirations thus enhancing their appreciation and understanding of cultural capital activities. Teach students powerful and culturally rich knowledge that they might not otherwise access.	- Personal development leadership opportunities set up for year captain, student council, eco warriors and 'no to hate' ambassadors - Programme for each department area set up to deliver at least 1 virtual cultural capital experience for KS3, 4 and 5 - Cultural capital rewards trips **(£21 306)**	EEF research suggests that 1 of the most important areas in developing the progress of PP students, is through raising aspirations **HT1-4 2020-2021 academic year: Enrichment was not operating**	Personal development opportunities Careers meetings for Y10 and 11 students and NTU sessions for all years	HFT YPL JWY CCE CLs	• PP attendance to extra-curricular clubs and trips recorded and there is no significant gap in comparison to Non-PP students • Leadership figures for year captain, student council, eco warriors and 'no to hate' ambassadors • Student voice • SMSC grid to record all cultural capital activities • Half-termly Local Governing Body meetings and scheduled Trust DPS visits
To provide suitable provision to support students with behavioural, emotional, social and mental difficulties	- External counselling offered through Jo Solomon **(£6200)**	Stage 2/3 of the student wellbeing support structure – offering students external counselling if they require greater support following stage 1 which is delivered by wellbeing coordinators attached to each year group	Staff voice Counsellor notes Students attainment data (attendance, conduct points and academic progress)	CWR HFT	• After each cycle of external counselling provision • JPC weekly report • Student attainment data analysed each term • Half-termly Local Governing Body meetings and scheduled Trust DPS visits

Stage 1 – wellbeing co-ordinator attached to each year group - 100% of students found the sessions useful

HT1/2 2020-2021 academic year – 46 students seen

10 number of PP students

36 number of non-pp students seen

HT3/4 2020-2021 academic year –45% of PP students' v 55% non-pp students seen

Student voice: Y11 – 100% of students found the sessions helpful and agreed that All Saionts' support students mental health and wellbeing

Y7-10 data currently being collected and collated

JPC support, stage 2 and 3 support

49 students seen, between Y7-11

15 x Y7, 8 x Y8, 5 x Y9, 12 x Y10 and 9 x Y11

Behaviour points: 35% improved their behaviour point total by the end of the 6-week programme

Attendance: 38% of students had improved attendance by the end of the 6-week programme

Achievement points: 84% had more achievement points by the end of the 6-week programme

Jo Solomon (school counsellor) has started to meet 5 PP students for 1 hour counselling sessions – 1 x Y9, 2 x Y8 and 2 x Y10 – data for impact will be available after HT5 when the sessions have been completed and evaluated

	Total budgeted cost	£59156

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
• To develop fluent literacy and numeracy skills to ensure key stage 3 students are examination ready. • To develop confident and fluent readers, writers, and mathematicians. • To ensure that students have access to a wide	- Use of accelerated leader in Y7 and Y8 lessons to develop students' literacy skills - Development of student numeracy skills in Y7-8 during the progress period **£13 601**	Students need to be able to access a wide academic vocabulary to support them at KS4 and KS5 to access examination material GL assessment data suggests that 70% of Y7 students score below National average for Mean SAS for verbal, non-verbal, numerical and spatial reasoning	Ensure training for staff Communication with parents to ensure students are completing independent tasks to embed the work being done during school time Time allocated to literacy and numeracy every day during the 30-minute progress period	LLL JSH MMY AEN DAN	Data collection – as per whole school calendar Student voice Staff voice Intervention reports Work scrutiny Learning visits

academic vocabulary, to enable them to access the KS4 curriculum.					
	- KS3 academic mentor and Emotional and wellbeing mentoring (Possible use of the National Tutoring programme) **£24 798**	As above Students have emotional needs that when addressed will help students to focus in lessons to make progress	Employ a KS3 mentor that has the relevant experience to deliver numeracy and literacy	HFT	Increase in student conduct points by 5% Decrease in behaviour points by 5% Increased progress data at data collection points
				Total budgeted cost	**£38399**

6. Review of expenditure

Previous Academic Year

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

Lessons learned may be about impact or implementation.

Action and Cost	Description	Intended Outcomes and Monitoring

1. Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths **£1933**	1. DSEF used by CLs to identify under-achieving students and action Staff use of the strategy sheets and the ACHIEVE concept (Know Your Cohorts) to support PP students within lessons Intervention with students that require additional numeracy / literacy support within the curriculum (Zorba) Staff CPD to share strategies that can be used to support all students	**Lesson visit feedback (CHN), Nov 2019:** **Strengths:** 1. Quizzing is taking place in the vast majority of lessons. 2. Consistency in terms of topics taught in many subjects and staff are following long-term plans. 3. Marking often gives clear and actionable targets for students to improve their work. 4. Questioning is probing in many areas and students are encouraged to elaborate on their answers. 5. Exposure of students to exam questions and expectations regarding exam technique. **Areas to develop:** 1. Students are not always responding to teacher marking. Needs consistency regarding use of green pen, highlighter and verbal feedback / feedback and improvement. 2. Disparity in work rate and quality of work between girls and boys in some curriculum areas. 3. Misconceptions from formative assessment and quizzing are not always built upon, often meaning that students are not aware of how to improve their work or that re-teaching of areas causing difficulty is not taking place. 4. Lack of prior knowledge quizzing and interleaving seen so far (but early on in year). 5. AS absolutes must be out on desks. **Lesson visit feedback, Jan 2020:**
2. Support all students to retain and re-activate knowledge, through using, the knowledge organisers (AS absolutes)	2. Tutor and classroom teacher support to ensure the effective use of the All Saints' absolutes Staff CPD using Twilight and TLC group to SGP	**Strengths:** 1. Long term plans being followed consistently in many subjects. 2. Questioning and modelling practice is improving in many areas resulting in students giving more detailed responses and understanding how to access higher level activities. 3. In some areas, teacher feedback is very thorough, and students respond to this well. 4. In some areas, ASA are used effectively to support learning. 5. In some departments, teachers are finding effective ways to check student understanding and address areas of misconception. 6. Consistency in use of approaches shared through CPD, briefings, research and working group (e.g. cold call, probing questioning, checks for understanding) is improving. Please reflect on how they can contribute to your practice.

and low stakes quizzing to be revision ready for all subjects £1000		**Areas to develop:** 1. Consistent application of school marking and assessment policy. 2. Pre-empting and planning of key questions and worked examples to address student misconception. 3. Consistency of approaches to tracking quiz scores and student understanding and subsequent use of lesson time and revision to address issues. 4. Questioning and modelling best practice (e.g. cold calling, wait time, call and response, use of worked examples / visualiser) to be shared across school. 5. Balance of prior knowledge quizzing and everyday quizzing needed. 6. Are students being given enough time to respond to feedback? 7. Are assessment scores and targets from feedback recorded on trackers? 8. Opportunities for students to demonstrate understanding and reflection on progress / understanding needs to be more evident in some areas.
3. Develop staff knowledge of disadvantaged students and T&L strategies to ensure progress is made **£500** Parental and student communication through Insight to attend whole school events	3. Staff use of the strategy sheets and the ACHIEVE concept (Know Your Cohorts) to support PP students within lessons Staff CPD using Twilight and TLC group to SGP	**Data collection:** **Y9: Spring 2020 (27/2/2020)** % G4 in English and Maths: PP = 46 / Non-PP = 73.1= difference 27.1 **Y10: Winter 2019-2020** % G4 in English and Maths: PP = 46.9 / Non-PP = 72.1 = difference 25.2 **Y11: Autumn 2019-2020** % G4 in English and Maths: PP = 57.6 / Non-PP = 84.8 = difference 27.2% **results 2019 difference was (PP 38.5 v Non-PP 76.3 = 37.8** **Winter 2019-2020** % G4 in English and Maths: PP = 51.5 / Non-PP = 76.1 – difference = 24.6% **Summer 2020 results** % G4 in English and Maths: PP = 57.6 / Non-PP = 81.2 – difference = 23.6%

(ASPIRE, Parents evening) and know how to support students **£333**		

4. Ensure key stage 3 students are examination ready, through the development of literacy, numeracy and 'absolute' knowledge to enable them to access the KS4 curriculum £1735	4. Intervention groups in Y7 to 8 Student meetings to evaluate learning needs	**Impact:** **Nov 2019 Accelerated reader report** **43 x Y7 PP students** - 3 PP x intervention - 11 PP x on watch - 15 PP x on benchmark - 1 PP x above benchmark - 5 PP x not tested **Feb 2020 Accelerated reader report** - 2 PPx intervention (2 from Nov 2019 have gone up 2 reading years from 8 to 10) (-1) - 7 PP x on watch (2 from Nov 2019 have increased reading age by 1 year to 10) (-4) - 16 PP x on benchmark (+1) - 3PP x above benchmark (+2)

	5. Attendance monitoring by YPLs	**Impact: Autumn term 2019-2020:** Slight decrease from Summer term by 3.25% and Autumn term by 0.36% 2018-19						
5. Increased attendance for PP students, in comparison to non-PP students.

£2566 | Individual students' meetings for students with concerning attendance

Use of work 'catch-up' sheets

Work with the well-being/mental health co-ordinator to support appropriate students | **Cohort** | **Total Students** | **Overall % Attendance** | **No. PA Students** | **PA % of Cohort** | **No. Y11s PA in Cohort** | **Figures from Summer term 2018-19** | |
		Whole School	**919**	**95.22**	**115**	**12.51**	23		
		PP	195	93.85	38	19.49	7	198 / 97%	
		Non-PP	724	95.62	77	10.64	16	714 / 97.76%	
6. Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths	6. KS4 academic mentor to support PP students

Intervention cycles to support PP students

DSEF to incorporate strategies to support PP students | Tracking sheet available | | | | | | | |

£14000	Y9-10 Entry level English and Maths: 3 hours of Maths and English, taught by a specialist	
7. Provide suitable provision to support students with behavioural, emotional, social and mental difficulties £30066	7. Monitor behaviour points for PP students and provide pastoral support Provide additional support for students facing any B, E, S or M difficulties Peer mentoring (delayed due to COVID-19)	**Impact: Conduct points for PP students Autumn term 2020** **9.9.19:** Conduct points 85/364 (24% are for PP students) **16.9.19:** 57/651 (9% PP) **23.9.19:** 133/630 (21% PP) **30.9.19:** 145/778 (19% PP) **7.10.19:** 101/502 (39% PP) **14.10.19:** 76/370 (21% PP) **4.11.19:** 72/335 (22% PP) **11.11.19:** 130/612 (21% PP) **18.11.19:** 119/412 (29% PP) **3.12.19:** 45/260 (17% PP) **9.12.19:** 106/514 (21% PP) **16.12.19:** 26/70 (37% PP)

9.	Ensure key stage 3 students are examination ready, through the development of literacy, numeracy and 'absolute' knowledge to enable them to access the KS4 curriculum £2333	Homework club	**Impact: Weekly register available upon request** WC 9/9/19: 6 PP out of 13 students attended

10. Support all students to retain and re-activate knowledge, through using, the knowledge organisers (AS absolutes) and low stakes quizzing to be revision ready for all subjects **HFT** **CLs**	Revision guide support / provision	Purchased in July 2020 and handed out in September 2020 – no impact shown due to delay due to COVID-19

| 11. Increase the number of PP students developing their personal development and raising aspirations

£3000 | Personal development programme set up termly

Rewards days set for each term

Trip allocation (1/3 paid toward educational trips for PP students) | **Impact:** Cultural Capital tracker figures:

Anti-bullying officers: 2/8 = PP students (25% PP)

Chaplaincy team: 0 (to update)

Choir: 6/13 PP students (46% PP)

Eco-warriors: 13/34 PP students (38% PP)

Leicester Tigers Trip: 2/12 PP students (17% PP)

Lockerbrook outdoor trip: 4/35 PP students (12% PP)

Hagg Farm Self-second trip: 10/10 PP students (100% PP)

No to hate ambassadors: 2/14 PP students (14% PP)

Sports Captains: 9/53 PP students (17% PP)

Sports leaders: 25/137 PP students (18% PP) |

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- Additional support with costings is available – as staffing costs are not allocated to specific targets

Data from 2019-2020

Year 7 Diminishing the Difference

Pupil Premium (Disadvantaged)	National Benchmarks				Pupil Premium			Non-Pupil Premium			In School Gap			School PPG vs National Other			In School Gap vs National Gap		
	% All students	% Disadvantaged	% Other	Gap - % Disadvantaged v Other	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum
Cohort size						45	0		143	0		-98	0						
% Grade 5+ in En & Ma	43	25	50	-25	44.4	28.9	####	67.8	57.3	####	-23.4	-28.5	#####	-5.6	-21.1	#DIV/0!	1.6	-3.5	#DIV/0!
% Grade 4+ in En & Ma	64	45	71	-26	68.9	64.4	####	86.0	78.3	####	-17.1	-13.9	#####	-2.1	-6.6	#DIV/0!	8.9	12.1	#DIV/0!
% EBacc - Grade 5+	17	7	20	-13	40.0	22.2	####	58.7	45.5	####	-18.7	-23.2	#####	20.0	2.2	#DIV/0!	-5.7	-10.2	#DIV/0!
% EBacc - Grade 4+	24	12	28	-16	62.2	44.4	####	78.3	69.2	####	-16.1	-24.8	#####	34.2	16.4	#DIV/0!	-0.1	-8.8	#DIV/0!

Year 8 Diminishing the Difference

Pupil Premium (Disadvantaged)	National Benchmarks				Pupil Premium			Non-Pupil Premium			In School Gap			School PPG vs National Other			In School Gap vs National Gap		
	% All students	% Disadvantaged	% Other	Gap - % Disadvantaged v Other	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum
Cohort size						38	0		154	0		-116	0						
% Grade 5+ in En & Ma	43	25	50	-25	39.5	18.4	####	63.6	44.2	####	-24.2	-25.7	#####	-10.5	-31.6	#DIV/0!	0.8	-0.7	#DIV/0!
% Grade 4+ in En & Ma	64	45	71	-26	68.4	44.7	####	83.8	66.2	####	-15.3	-21.5	#####	-2.6	-26.3	#DIV/0!	10.7	4.5	#DIV/0!
% EBacc - Grade 5+	17	7	20	-13	31.6	13.2	####	50.6	33.8	####	-19.1	-20.6	#####	11.6	-6.8	#DIV/0!	-6.1	-7.6	#DIV/0!
% EBacc - Grade 4+	24	12	28	-16	52.6	39.5	####	76.0	62.3	####	-23.3	-22.9	#####	24.6	11.5	#DIV/0!	-7.3	-6.9	#DIV/0!

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Year 9 Diminishing the Difference — Key Performance Measure

Pupil Premium (Disadvantaged)	National Benchmarks				Pupil Premium			Non-Pupil Premium			In School Gap			School PPG vs National Other			In School Gap vs National Gap		
	% All students	% Disadvantaged	% Other	Gap - % Disadvantaged v Other	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum	Target Grade	Spr	Sum
Cohort size						50	0		134	0		-84	0						
Attainment8	4.65	3.67	5.01	-1.34	4.7	4.2	####	5.6	5.3	####	-0.9	-1.1	#####	-0.3	-0.8	#DIV/0!	0.4	0.2	#DIV/0!
% Grade 5+ in En & Ma	43	25	50	-25	48.0	32.0	####	71.6	49.3	####	-23.6	-17.3	#####	-2.0	-18.0	#DIV/0!	1.4	7.7	#DIV/0!
% Grade 4+ in En & Ma	64	45	71	-26	72.0	46.0	####	92.5	73.1	####	-20.5	-27.1	#####	1.0	-25.0	#DIV/0!	5.5	-1.1	#DIV/0!
% EBacc - Grade 5+	17	7	20	-13	38.0	20.0	####	53.0	35.8	####	-15.0	-15.8	#####	18.0	0.0	#DIV/0!	-2.0	-2.8	#DIV/0!
% EBacc - Grade 4+	24	12	28	-16	48.0	30.0	####	75.4	60.4	####	-27.4	-30.4	#####	20.0	2.0	#DIV/0!	-11.4	-14.4	#DIV/0!

Year 10 Diminishing the Difference — Key Performance Measure

Pupil Premium (Disadvantaged)	National Benchmarks				Pupil Premium			Non-Pupil Premium			In School Gap			School PPG vs National Other			In School Gap vs National Gap		
	% All students	% Disadvantaged	% Other	Gap - % Disadvantaged v Other	Target Grade	Win	Sum	Target Grade	Win	Sum	Target Grade	Win	Sum	Target Grade	Win	Sum	Target Grade	Win	Sum
Cohort size						32	0		154	0		-122	0						
Attainment8	4.65	3.67	5.01	-1.34	4.8	4.3	####	5.7	5.1	####	-0.9	-0.8	#####	-0.2	-0.7	#DIV/0!	0.4	0.5	#DIV/0!
% Grade 5+ in En & Ma	43	25	50	-25	40.6	28.1	####	68.8	53.2	####	-28.2	-25.1	#####	-9.4	-21.9	#DIV/0!	-3.2	-0.1	#DIV/0!
% Grade 4+ in En & Ma	64	45	71	-26	81.3	46.9	####	87.0	72.1	####	-5.8	-25.2	#####	10.3	-24.1	#DIV/0!	20.2	0.8	#DIV/0!
% EBacc - Grade 5+	17	7	20	-13	37.5	15.6	####	59.7	37.0	####	-22.2	-21.4	#####	17.5	-4.4	#DIV/0!	-9.2	-8.4	#DIV/0!
% EBacc - Grade 4+	24	12	28	-16	65.6	31.3	####	76.6	57.8	####	-11.0	-26.5	#####	37.6	3.3	#DIV/0!	5.0	-10.5	#DIV/0!

Year 11 Diminishing the Difference — Key Performance Measure

Pupil Premium (Disadvantaged)	National Benchmarks				Pupil Premium						Non-Pupil Premium						In School Gap						School PPG vs National Other						In School Gap vs National Gap					
	% All students	% Disadvantaged	% Other	Gap - % Disadvantaged v Other	Target Grade	Aut	Win	Spr	Eas	Res	Target Grade	Aut	Win	Spr	Eas	Res	Target Grade	Aut	Win	Spr	Eas	Res	Target Grade	Aut	Win	Spr	Eas	Res	Target Grade	Aut	Win	Spr	Eas	Res
Cohort size						33	33	33	33	33		138	138	138	138	138		-105	-105	-105	-105	-105												
Progress8	-0.03	-0.45	0.13	-0.58	1.0	0.2	0.0	0.5	0.2	0.3	1.0	0.5	0.3	0.8	0.5	0.6	-0.1	-0.3	-0.3	-0.3	-0.3	-0.3	0.8	0.0	-0.2	0.3	0.1	0.2	0.5	0.3	0.3	0.3	0.2	0.3
Attainment8	4.67	3.67	5.03	-1.36	5.1	4.3	4.1	4.6	4.4	4.4	6.1	5.5	5.3	5.8	5.6	5.6	-0.9	-1.2	-1.2	-1.2	-1.2	-1.2	0.1	-0.7	-0.9	-0.4	-0.7	-0.6	0.4	0.2	0.2	0.2	0.1	0.2
% Grade 5+ in En & Ma	43	25	50	-25	60.6	36.4	33.3	45.5	33.3	33.3	82.6	62.3	52.9	61.6	56.5	57.2	-22.0	-26.0	-19.6	-16.1	-23.2	-23.9	10.6	-13.6	-16.7	-4.5	-16.7	-16.7	3.0	-1.0	5.4	8.9	1.8	1.1
% Grade 4+ in En & Ma	65	45	72	-27	78.8	57.6	51.5	63.6	57.6	57.6	93.5	84.8	76.1	82.6	81.2	81.2	-14.7	-27.2	-24.6	-19.0	-23.6	-23.6	6.8	-14.4	-20.5	-8.4	-14.4	-14.4	12.3	-0.2	2.4	8.0	3.4	3.4
% EBacc - Grade 5+	17	7	21	-14	51.5	24.2	21.2	33.3	18.2	18.2	70.3	45.7	40.6	50.7	44.2	44.2	-18.8	-21.4	-19.4	-17.4	-26.0	-26.0	30.5	3.2	0.2	12.3	-2.8	-2.8	-4.8	-7.4	-5.4	-3.4	-12.0	-12.0
% EBacc - Grade 4+	25	13	29	-16	69.7	42.4	39.4	51.5	45.5	45.5	84.8	59.4	55.1	65.9	63.0	63.0	-15.1	-17.0	-15.7	-14.4	-17.6	-17.6	40.7	13.4	10.4	22.5	16.5	16.5	0.9	-1.0	0.3	1.6	-1.6	-1.6