

## Pupil premium strategy statement 2019\_2022

*“Children who grow up in disadvantaged circumstances often have fewer opportunities to learn at home and so come to school with less knowledge. A knowledge rich curriculum can help to compensate for what their peers from more advantaged backgrounds have acquired” The Great Education debate 2019*

### School overview

Metric	Data
School name	Notre Dame Catholic College
Pupils in school	894 (includes 101 in Sixth Form)
Proportion of disadvantaged pupils	60%
Pupil premium allocation this academic year	£434,475
Academic year or years covered by statement	2019-2022
Publish date	Autumn 2019
Review date	Autumn 2020
Statement authorised by	M Symes
Pupil premium lead	K Thomas
Governor lead	A Westwell

### Disadvantaged pupil performance overview for last academic year

Progress 8	-0.64
Ebacc entry	14.6%
Attainment 8	35.29
Percentage of Grade 5+ in English and maths	20.2%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Close the gap with national and move towards achieving national	September 2020
Attainment 8	Close the gap with national and move towards achieving national	September 2020
Percentage of Grade 4+ in English and maths	Close the gap with national and move towards achieving national	September 2020
Percentage of Grade 5+ in English and maths	Close the gap with national and move towards achieving national	September 2020
Other	Improve attendance to national expectations	September 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	To further develop the curriculum so that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
Priority 2	To develop assessment, to help learners embed and use knowledge fluently and to check understanding and inform teaching.
Barriers to learning these priorities address	Limited exposure to experiences outside of classroom Access to ICT at home Parental engagement
Projected spending	£250,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the attendance for disadvantaged students and reduce the number of persistently absent students.
Priority 2	Reading intervention across KS3 for low attaining disadvantaged pupils.
Barriers to learning these priorities address	Parental engagement Creating a culture of reading
Projected spending	£100,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Developing the use of class charts to support behaviour for learning for the disadvantaged students and improve parental engagement and communication across the school.
Priority 2	To sustain the improvements in provision for disadvantaged students' personal and social development through enrichment and targeted wider participation.
Barriers to learning these priorities address	Parents not downloading the app Student not engaging in extracurricular activities Attendance of hard to reach students
Projected spending	£100,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and directed time.
Targeted support	Developing a consistency in curriculum design and assessments across all departments.	Lead for Learning and Teaching and SLT line managers to give regular feedback and support to middle leaders. SLT to collaboratively review documentation to ensure a consistent standard.
Wider strategies	Engaging the families facing most challenges.	Use of parents' evenings to make contact with parents. HOY to phone parents and use parental meetings to encourage use of class charts.

## Review: last year's aims and outcomes

Aim	Outcome
The academic results for PP students increases and the gap between PP and all students closes in the core subjects.	<ul style="list-style-type: none"> <li>• The P8 for PP students increased by over half a grade.</li> <li>• The gap between PP and no PP closing from -0.43 to -0.36</li> <li>• Maths and English both saw an increase in the P8 for PP students by approximately half a grade.</li> <li>• Maths from -1.13 to -0.69</li> <li>• English from -1.03 to -0.57</li> </ul>
Pupils learning will be enriched through an engaging, appropriate and resource rich curriculum. This will expose them to a wide variety of experiences, give them cultural reference and close the gaps that may exist for our students.	<ul style="list-style-type: none"> <li>• Targeted enrichment experience for PP students took place throughout the year.</li> <li>• Increased numbers of students took part in enrichment activities. <ul style="list-style-type: none"> <li>• Library visits (PP off target in English)</li> <li>• Colomendy maths weekend (Year 11)</li> <li>• Maths Club at JMU (Year 9)</li> <li>• Big Bang – (All Year 7)</li> <li>• Inter university - study skills, target setting (30 students from each year 7-13)</li> <li>• Inter university – higher aspirations(30 students from each year 8)</li> <li>• Inter university - Business &amp; focus day (30 Year 10)</li> <li>• Shaping Futures 1-1 guidance interviews (Year 9)</li> <li>• Academic support for all IU students after school</li> </ul> </li> <li>• Schemes of learning continue to be developed to develop the cultural capital for students.</li> </ul>

	<ul style="list-style-type: none"> <li>Curriculum pathways in Year 9 ensured fair access to all students, with the introduction of some new qualifications.</li> <li>PP students are more engaged in their learning; as a result outcomes have improved.</li> </ul>																											
<p>Students' social, emotional and behavioural barriers are identified and supported. This will improve the opportunities for students to engage in learning both in and outside of school and reduce the number of behavioural incidents for disadvantaged students.</p>	<ul style="list-style-type: none"> <li>Sunflower group was established to support the needs of Year 7 students and enable them to overcome social and emotional barriers with starting secondary school.</li> <li>Inclusion centre was created for a small number of students who were disengaged in learning.</li> <li>1-1 support from specialist staff (MG, KC, SENISS etc...)</li> <li>Cells and other projects were ongoing throughout the year to support students and encourage them to make appropriate choices in their education and wider lives.</li> <li>1-1 conversations took place with all the students to identify barrier to their education</li> <li>Behaviour was monitored throughout the year and intervention put in place as required. (E.g. attendance support, punctuality cards, behaviour monitoring cards, etc...)</li> <li>Exclusions have increased for PP students in Year 9, 10 and 11 and reduced for Year 7 and 8.</li> </ul>																											
<p>To improve the attendance of the disadvantaged students in Year 8-11 and to reduce the incidence of PA for these students. To ensure Year 7 attendance for PP students is in line with national expectations.</p>	<table border="1" data-bbox="705 1236 1401 1509"> <thead> <tr> <th>Attendance</th> <th>2018/2019</th> <th>2017/2018</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>93.6%</td> <td>91.4%</td> </tr> <tr> <td>PP</td> <td>90.6%</td> <td>88.7%</td> </tr> <tr> <td>Non PP</td> <td>95.8%</td> <td>94.2%</td> </tr> <tr> <td>Year 7</td> <td>95.5%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="705 1563 1401 1778"> <thead> <tr> <th>PA</th> <th>2018/2019</th> <th>2017/2018</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>16.5%</td> <td>28.1%</td> </tr> <tr> <td>PP</td> <td></td> <td></td> </tr> <tr> <td>Non PP</td> <td></td> <td></td> </tr> </tbody> </table>	Attendance	2018/2019	2017/2018	All	93.6%	91.4%	PP	90.6%	88.7%	Non PP	95.8%	94.2%	Year 7	95.5%		PA	2018/2019	2017/2018	All	16.5%	28.1%	PP			Non PP		
Attendance	2018/2019	2017/2018																										
All	93.6%	91.4%																										
PP	90.6%	88.7%																										
Non PP	95.8%	94.2%																										
Year 7	95.5%																											
PA	2018/2019	2017/2018																										
All	16.5%	28.1%																										
PP																												
Non PP																												

Breakdown of disadvantaged students

	2019_2020			2018_2019		
	Cohort	PP	%PP	Cohort	PP	%PP
Year 7	186	112	60%	157	92	59%
Year 8	154	97	63%	154	105	68%
Year 9	154	102	66%	156	92	59%
Year 10	156	94	60%	143	72	50%
Year 11	144	71	49%	149	88	59%
Year 12	68	17	25%	37	15	41%
Year 13	33	14	42%	37	4	11%
PP Year 7-11		60%				59%