

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 (2019_2020) £448,840 (2020_2021)
Academic year or years covered by statement	2019-2022
Publish date	Autumn 2019
Review date	Autumn 2021
Statement authorised by	P Duffy
Pupil premium lead	K Thomas
Governor lead	Maria Cunningham and the Curriculum and Standards Governance Committee

Disadvantaged pupil performance overview for last academic year

	Summer 2019
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 2022
Attainment 8	Close the gap with national and move towards achieving national	September 2022
Percentage of Grade 4+ in English and maths	Close the gap with national and move towards achieving national	September 2022
Percentage of Grade 5+ in English and maths	Close the gap with national and move towards achieving national	September 2022
Other	Improve attendance to national expectations	September 2022

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

See separate document