

# 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	Notre Dame Catholic College
Number of pupils in school	894 (includes 101 in Sixth Form)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Peter Duffy Headteacher
Pupil premium lead	Kathy Thomas Senior Assistant Headteacher
Governor / Trustee lead	Maria Cunningham Foundation Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£457,533 (2022-23)  PP / Service children (£310) + £14,070 for CLA
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£457,533

## Part A: Pupil premium strategy plan

### Statement of intent

The values of our foundress, St. Julie Billiart, and the Sisters of Notre Dame de Namur underpins all that we do at our school, and the support we provide to our disadvantaged pupils. It is our belief that all our students should receive the highest quality of education and we endeavour to prioritise high-quality teaching, ensuring we remove barriers to our students, broaden their horizons and encourage them to realise their potential. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress.

The focus of our pupil premium strategy is to support disadvantaged pupils (of all abilities) to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and regular reading opportunities are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. EEF guidance tells us that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other, our school improvement priorities and help students achieve their very best.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Use assessment data and diagnosis information to identify areas for development and act early to intervene at the point need is identified
- Embed the whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure the attendance of students is challenged and they are supported to attend well
- Ensure those students with wellbeing challenges are identified and supported accordingly so they are happy in school.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Some disadvantaged students do not achieve academic outcomes in line with their peers. Although improvement in outcomes have been made the gap between disadvantaged and their non-disadvantaged</p> <p>Assessments tell us that some disadvantaged students do not consistently work at age-related expectations.</p> <p>Assessments, observations, and discussions with students indicate that disadvantaged pupils' comprehension skills would be further develop if they engaged in regular reading. This could be applied to all subjects</p> <p>Our observations show that some disadvantaged students lack the ability and confidence to work independently and/or tackle challenging tasks with independence. We believe this contributes to underachievement</p> <p>Our observations show that some disadvantaged students lack the ability and confidence to work independently and/or tackle challenging tasks with independence. We believe this contributes to underachievement.</p>
2	<p>Some disadvantaged students do not attend school enough to generate a 95% or above attendance figure.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations and negatively impacting disadvantaged pupils' progress</p>
3	<p>Some disadvantaged students have poor mental health and/or wellbeing and as a result struggle to engage in learning and attend school.</p> <p>Our assessments have identified that some students face social and emotional issues. In part, this is due to concerns around lost learning because of the pandemic.</p>

## 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
<p>By the end of our current plan in 2024/5 outcomes for disadvantaged students improve so all achieve a progress 8 score close to 0 and improving from 2019 data.</p> <p>Reading scores will have improved to show that most disadvantaged students have a reading age in line with their chronological age</p> <p>Monitoring, student voice and teacher feedback (evidenced in book studies, for example) show that students are engaging in learning and attempting the most challenging tasks. This will support the improvement of outcomes</p>	<p>Disadvantaged students achieve a Progress 8 score of close to 0 or above by 2025 (and above -0.5)</p> <p>Reading assessment indicates that most disadvantaged students have a chronological reading age or above by 2025</p> <p>Monitoring in these areas show that student feedback is increasingly positive and staff assessments show engagement is improved</p>
<p>Sustained high attendance from 2024/5 demonstrated by: The overall absence rate being no more than 5%, and the attendance gap between disadvantaged and non-disadvantaged students is narrowed.</p> <p>The percentage of all pupils who are persistently absent reduces</p>	<p>Disadvantaged students' absence rate is less than 5%</p>
<p>Sustained high levels of wellbeing from 24/5 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations</p>	<p>Attendance data, surveys, student voice and observations show students wellbeing has improved and they feel confident and happy in school</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: £ 137 305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop staff professional development programmes at all levels (ELT via the AMP SCITT,) SLT, Subject Leaders, Pastoral Teams and Subject Teams) to ensure effective teaching for every student every lesson	The EEF Guide to Pupil Premium recommends that ensuring every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending (Tiered approach.) EEF Metacognition and self-regulation toolkit strand	1
High quality, personalised CPD package offered to all staff with a particular focus on effective pedagogies and classroom intervention	It is widely accepted that CPD can play a crucial role in teacher development and that it can lead to improvements in teacher practice. Recent reviews have also suggested that CPD can have a significant effect on pupils' learning outcomes	
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1
Develop reading to enable all students to access the Subject and wider curriculum.  Dedicated time every day for reading.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies   Toolkit	1

Students gain universal access to ambitious and appropriately pitched texts. Exposure to tier 1 and 2 words will support students understanding and ability to learn more effectively across the curriculum	Strand   Education Endowment Foundation   EEF	
Maintain high quality teaching	The EEF Guide to Pupil Premium recommends that ensuring every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending (Tiered approach.)	1
Create an integrated strategy for pupils who are disadvantaged and also have SEND. This is to be done through a targeted SEND and behaviour provision.	EEF research regarding students with multiple dis-advantage. PP and SEND having the largest impact on outcomes.	1

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

Budgeted cost: £ 137, 305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	Academic tutoring EEF Teacher Toolkit: Teacher Toolkit 2.	1
After school support programme Targeted small group and one to one support delivered via subject areas. Structured timetable after school	programme Targeted small group and one to one support delivered via subject areas. Structured timetable after school to ensure student sessions do not clash Travel support provided for disadvantaged students who live out of area EEF Teacher	1

to ensure student sessions do not clash	Toolkit: one to one tuition/targeted instruction	
Specialist CEIAG for all Pupil Premium students	<p>The importance of providing students with the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career is widely recognised.</p> <p>This is particularly important for pupils from deprived backgrounds to ensure they have high aspirations and are supported to break the cycle of poverty.</p>	1
PP TA intervention across Y11 for low attaining/ underachieving PP students	<p>Evidence consistently shows positive impact of targeted academic support (EEF) The low aspirations and self-esteem for a number of our PP students (particularly boys in KS4) has had a detrimental effect on their academic progress.</p> <p>Students who received this support this academic year spoke highly of the intervention and the relationships developed supported engagement.</p>	1, 2 and 3

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

Budgeted cost: £ 137 305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Efficient and targeted attendance intervention and response Clear support, response and escalation is consistently evident	EEF: A tiered approach to Pupil Premium spending (Attendance) The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2
Wellbeing Enhanced transition for SEND PP students	EEF: A tiered approach to Pupil Premium spending (Wellbeing) In school research indicates that disadvantaged SEND students, and their families feel more confident, informed and 'belonging' to school	3

	as a result of enhanced transition starting Yr. 5 and 6	
Pastoral support for those disadvantaged students in need due to personal circumstance.	EEF: A tiered approach to Pupil Premium spending (Wellbeing)	3
High quality PSHCE curriculum developed to support student personal development	There is growing evidence that children's social and emotional skills – their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood, such as stable employment, physical and mental health, and well-being	3
Resource provision for disadvantaged students – individual need will be assessed and resources such as text/technology will be provided.	<p>EEF research suggests that an additional 4 months of progress can be gained through use of technological approaches to supplement teaching across all age group.</p> <p>Based on our experiences throughout the pandemic, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1 and 3

**Total budgeted cost: £ £411,915**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*