

## Pupil premium strategy statement:

| 1. Summary information        |                                 |   |          |   |           |
|-------------------------------|---------------------------------|---|----------|---|-----------|
| <b>School</b>                 | Our Lady's Catholic High School |   |          |   |           |
| <b>Academic Year</b>          | 2020-2021                       | <b>Total PP budget (est)</b>            | £190,075 | <b>Date of most recent PP Review</b>                  | Sept 2020 |
| <b>Total number of pupils</b> | 911                             | <b>Number of pupils eligible for PP</b> | 182      | <b>Date for next internal review of this strategy</b> | Sept 2021 |

| 2. Current attainment                                   |                                    |   |
|---|------------------------------------|---|
|   | <i>Pupils eligible for PP (33)</i> | <i>Pupils not eligible for PP (142)</i> |
| <b>% achieving 5 standard passes incl. EM (2019/20)</b> | 69.7                               | 83.8                                    |
| <b>Progress 8 score average (from 2019/20)</b>          | +0.28                              | +0.69                                   |
| <b>Attainment 8 score average (from 2019/20)</b>        | 47.35                              | 58.49                                   |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability)                |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> ) |  |
| <b>A.</b>   | Commitment level to school life from some pupils (SIP 1a)        |
| <b>B.</b>   | Aspiration (SIP 2a)  |
| <b>C.</b>   | Numeracy Skills (SIP 2e)   |
| <b>D.</b>   | Literacy Skills (SIP 2f)   |
| <b>E.</b>   | Commitment level to school life from some pupils (SIP 3e and 4b) |
| <b>F.</b>   | Aspiration (SIP 4c)  |

#### 4. Outcomes

|           |  |  |  |   |
|-----------|--|--|--|---|
| <b>A.</b> | To deepen further our commitment to our Catholic mission by expanding our Faith in Action award  |  | <b>Lead - RCH</b>  |   |
|           | Success Criteria   | Evidence   | Completion data  | Current Position                                    |
|           | <ul style="list-style-type: none"> <li>➤ Pupils returned to engaging lessons</li> <li>➤ Full curriculum was offered from September</li> <li>➤ Any changes required to curriculum areas implemented and regularly reviewed</li> <li>➤ Quality first teaching ensured pupils made good progress and any gaps in knowledge were filled over time</li> </ul> | <ul style="list-style-type: none"> <li>➤ Lesson visits</li> <li>➤ Timetable</li> <li>➤ Notes / SoW</li> <li>➤ Lesson visits</li> </ul> | <ul style="list-style-type: none"> <li>➤ Ongoing</li> <li>➤ Sept 2021</li> <li>➤ Sept 2021 and ongoing</li> <li>➤ Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>➤</li> </ul> |

|           |  |   |  |   |
|-----------|--|---|--|---|
| <b>B.</b> | To further improve the quality of education by furthering the development of and embedding our teachers' understanding of curriculum intent and its implications in facilitating excellent learning  |   | <b>Lead – ANE</b>  |   |
|           | Success Criteria   | Evidence  | Completion data  | Current Position                                    |
|           | <ul style="list-style-type: none"> <li>➤ Our 5-year school curriculum is documented, justified and understood</li> <li>➤ Teachers understand what curriculum intent is, what it comprises of, how it looks in their department and how when used consistently can benefit learning and ensure consistency in coverage and delivery</li> <li>➤ SL and ML quality assure the intent of each curriculum area</li> <li>➤ Principal Teachers quality assure the interpretation of curriculum intent within their department</li> <li>➤ Teachers share best practice and develop ideas together</li> </ul> | <ul style="list-style-type: none"> <li>➤ 5-year curriculum plan published</li> <li>➤ ANE dev Time followed by 2 Dev time sessions</li> <li>➤ Curriculum reviews (Nov/Mar/Jun)</li> <li>➤ Subject work scrutiny</li> <li>➤ PT meetings and departmental meetings</li> <li>➤ curriculum page of the school website</li> </ul> | <ul style="list-style-type: none"> <li>➤ July 2021</li> <li>➤ Mar 2021</li> <li>➤ Ongoing</li> <li>➤ Ongoing</li> <li>➤ Ongoing</li> <li>➤ Dec 2020</li> </ul> | <ul style="list-style-type: none"> <li>➤</li> </ul> |

|  |  |   |   |  |
|--|--|---|---|--|
|  | <ul style="list-style-type: none"> <li>➤ Subject curriculum intent (including careers and PSHE) is shared and promoted</li> <li>➤ Teachers and PTs are challenged on their understanding of their curriculum and improved their ability to articulate their thoughts.</li> </ul> | <ul style="list-style-type: none"> <li>➤ CASE/Curric reviews</li> </ul> | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul> |  |
|--|--|---|---|--|

|           |  |  |   |   |
|-----------|--|--|---|---|
| <b>C.</b> | To further improve the quality of education by improving the teaching of mathematics through shared planning and evaluation focusing on Mastery  |  | <b>Lead - RCH</b>   |   |
|           | <b>Success Criteria</b>  | <b>Evidence</b>  | <b>Completion data</b>  | <b>Current Position</b>                             |
|           | <ul style="list-style-type: none"> <li>➤ Staff timetables arranged to pair staff up</li> <li>➤ Regular planning and review meetings taken place</li> <li>➤ Feedback shows an improvement in understanding from teachers on teaching for Mastery</li> <li>➤ Improvement in the teaching of mathematics</li> </ul> | <ul style="list-style-type: none"> <li>➤ Timetables</li> <li>➤ Discussion proformas</li> <li>➤ Staff feedback</li> <li>➤ Lesson observations show elements of mastery</li> </ul> | <ul style="list-style-type: none"> <li>➤ Sept 20</li> <li>➤ Ongoing</li> <li>➤ Ongoing and then Jul 21</li> <li>➤ May 21</li> </ul> | <ul style="list-style-type: none"> <li>➤</li> </ul> |

|           |  |   |   |  |
|-----------|--|---|---|--|
| <b>D.</b> | To further improve the quality of education by implementing a focused Reading Programme to eradicate adolescent illiteracy so that no pupil leaves our school unable to read well  |   | <b>Lead - RCH</b>   |  |
|           | <b>Success Criteria</b>  | <b>Evidence</b>   | <b>Completion data</b>  | <b>Current Position</b>  |
|           | <ul style="list-style-type: none"> <li>➤ The effectiveness of Accelerated Reader reviewed</li> <li>➤ Research on “Thinking Reading” taken place</li> <li>➤ Whole School Strategy Consultation undertaken and feedback received</li> <li>➤ Assessment Training received by key staff</li> <li>➤ Implementation of the programme begun and supported by external team</li> </ul> | <ul style="list-style-type: none"> <li>➤ Notes from meeting</li> <li>➤ Notes from research</li> <li>➤ Consultation report</li> <li>➤ Training log</li> <li>➤ Programme</li> </ul> | <ul style="list-style-type: none"> <li>➤ July 20</li> <li>➤ July 20</li> <li>➤ Nov 20</li> <li>➤ Mar 21</li> <li>➤ June 21</li> </ul> | <ul style="list-style-type: none"> <li>➤ Done</li> <li>➤ Done</li> </ul> |

|           |   |  |   |   |
|-----------|---|--|---|---|
| <b>E.</b> | To further improve personal development by embedding the 'pledge' system to develop pupil commitment to school life and enhance opportunity for pupils to hold responsibility   |  | <b>Lead – JMC</b>   |   |
|           | <b>Success Criteria</b>   | <b>Evidence</b>  | <b>Completion data</b>  | <b>Current Position</b>                             |
|           | <ul style="list-style-type: none"> <li>➤ Reintroduce the 'pledge' to all year groups and staff</li> <li>➤ Train new admin reps in the collecting of points for different pledges</li> <li>➤ Increase the profile of the pledge system with pupils and parents</li> <li>➤ Tracking of pupil participation in available extracurricular activity</li> </ul> | <ul style="list-style-type: none"> <li>➤ Assemblies and staff briefing</li> <li>➤ Records of attendance</li> <li>➤ School website and badge assemblies</li> <li>➤ Half term reports</li> </ul> | <ul style="list-style-type: none"> <li>➤ Nov</li> <li>➤ Nov</li> <li>➤ Jan 2021</li> <li>➤ Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>➤</li> </ul> |

|           |  |  |  |   |
|-----------|--|--|--|---|
| <b>F.</b> | To further improve personal development by integrating our careers programme into the taught curriculum to enhance the opportunity for our pupils to discuss and make informed decisions about their future  |  | <b>Lead – ANE</b>  |   |
|           | <b>Success Criteria</b>  | <b>Evidence</b>  | <b>Completion data</b>   | <b>Current Position</b>                             |
|           | <ul style="list-style-type: none"> <li>➤ CAIG improved through the delivery thematic and progressive 'futures day' for each year group</li> <li>➤ Integration of careers tasks 1-3 into the taught curriculum</li> <li>➤ Holding apprenticeship talks from non-traditional paths and industries to include construction, digital and energy</li> <li>➤ Utilise destinations data, student and parent surveys to inform evaluation</li> </ul> | <ul style="list-style-type: none"> <li>➤ Delivery, pupil/staff feedback</li> <li>➤ ANE scrutiny</li> <li>➤ ASK assemblies Y9-11</li> <li>➤ Surveys and feedback</li> </ul> | <ul style="list-style-type: none"> <li>➤ July 2021</li> <li>➤ July 2021</li> <li>➤ July 2021</li> <li>➤ Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>➤</li> </ul> |

The strategy is reviewed each term at the relevant Governor sub-committees.

## ESTIMATED PUPIL PREMIUM ALLOCATION SPENDING 2020-2021:

Estimated Pupil Premium Allocation September 2020 to August 2021 = £190,075

| Funding Allocation  | Actual Cost £ |
|---|---------------|
| <ul style="list-style-type: none"> <li>• HLTA English (£15,500)</li> <li>• Accelerated Reader (£4,000)</li> <li>• One to one tuition / intervention (£2,750)</li> </ul>   |               |
| <ul style="list-style-type: none"> <li>• HLTA Maths (£15,500)</li> <li>• One to one tuition / intervention (£2,750)</li> </ul>  |               |
| <ul style="list-style-type: none"> <li>• Breakfast and Homework clubs (£2,000)</li> <li>• Buddy club (£1,500)</li> </ul>  |               |
| <ul style="list-style-type: none"> <li>• Access to extra-curricular activities e.g. music lessons, sporting activities (£8,500)</li> <li>• Assistance with school trips (£2,500)</li> <li>• Purchase of uniform (£750)</li> </ul>   |               |
| <ul style="list-style-type: none"> <li>• Contribution towards school transport costs (£500)</li> <li>• Attendance Officer (£20,100)</li> <li>• Attendance admin assistant (£11,000)</li> </ul>  |               |
| <ul style="list-style-type: none"> <li>• Employment of teaching and support staff to facilitate the provision of an in house behaviour support unit (£25,000)</li> <li>• Independent Careers Advice (£1,000)</li> <li>• External assessments (£5,000)</li> <li>• Bought in alternative education provision (£20,000)</li> </ul> |               |
| <ul style="list-style-type: none"> <li>• Study skills day (£1,500)</li> <li>• Provision of revision guides and curriculum resources (£500)</li> </ul>   |               |
| <ul style="list-style-type: none"> <li>• Provision of counselling by a trained professional (£14,000)</li> <li>• In house behaviour support unit and Pastoral Support Manager and Worker (£37,800)</li> </ul>   |               |
| <b>£192,150</b>   |               |