

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
<b>School</b>	St. Wilfrid's Catholic School				
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£117,770	<b>Date of most recent PP Review</b>	Sep 2021
<b>Total number of pupils</b>	768	<b>Number of pupils eligible for PP</b>	133	<b>Date for next internal review of this strategy</b>	Sep 2022

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>N/A</b>	N/A
<b>Attainment 8 score average</b>	<b>4.4</b>	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Literacy skills including the ability to understand increasingly complex instructions
<b>B.</b>	Limited aspiration leading to poor self-motivation – exacerbated by COVID 19 and time missed away from school
<b>C.</b>	Organisational and memory skills leading to homework and equipment issues
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Low attendance, including parental engagement
<b>E.</b>	Impact of COVID 19 on student Mental Health

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Students able to engage with increasingly higher levels of questioning in preparation for examinations	Attainment and Progress grades show improvement. Reading age testing shows accelerated improvement. Improved 'Making Progress' grades in Progress Reports
<b>B.</b>	Students are increasingly self-motivated with high expectations of themselves	Improved Attitude to Learning grades in Progress reports and a reduction in behaviour logs for Unsatisfactory Work. High standards of presentation in book scrutinies
<b>C.</b>	Students become more independent and are able to access subject specific work	Reduction in 'No Homework' and 'No Equipment' behaviour logs. Analysis of 'Show my Homework' show all students are engaged. Improved 'Homework' grades in Progress Reports
<b>D.</b>	Strong working relationship between the school and parents	95% Attendance or better for all students. Increased attendance at parents events.

## 5. Planned expenditure

Academic year

2021-22

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

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Curriculum Design: Adjustment to the design of the whole school curriculum structure to enable smaller class sizes and easier progression within ability sets in core subjects (aspiration). (A, C)	This is intended to deliver increased levels of progress through increased contact and content time. Opportunities for ensuring students are in the correct set will see greater engagement in learning and so improved levels of progress.	EEF Toolkit – Reducing class size +3 This will enable a greater number of lessons in the core subjects and facilitate the delivery of the core curriculum GCSE offer to begin in the September of Year 9	This will be implemented in the timetable design where subject leaders will have a strategic view of which teachers teach which classes. Its impact will be monitored through data tracking of progress, attendance and Attitude to Learning in Disadvantaged group. This will be limited due to COVID mitigations.	RMA	This will be reviewed in early Spring 2022 in preparation for the new timetable design for 2022-23 and in light of increasing numbers of students due to increase in PAN
Embed online Homework Software and the use of Teams for use of e-learning and remote learning, especially for COVID 19 absence (B, C, D)	To improve organisational skills and engagement with homework and remote learning during lockdown	EEF Toolkit – Homework - +5 Improved systems for the setting and tracking of homework, both in terms of homework completion, but also the quality of homework being set. This is to embed the new 'Show My Homework' software	Regular monitoring of the amounts and types of homework being set through the website analysis tools	DDE	Continually as new guidance is issued by the DfE. Formally in July 2022
Embed Marking and Feedback Policy* with elements incorporated for possible future closures informed by lessons learnt from previous closures. (B, C)	Students engage with their individual progress development, increasing self-motivation and ability to review and improve key elements of their work.	EEF Toolkit – Feedback - +8 Students will be given detailed feedback on how they personally need to develop and given the opportunity to engage in dialogue	Learning Walks and book scrutinies as part of the L&T monitoring programme carried out by senior and middle leaders.	MLE	July 2022

Reading and Literacy Initiative (A, B)	All students in KS3 develop reading skills through a carefully designed reading programme which is given curriculum time.	EEF Toolkit – Reading strategies - +6 Lessons contain an increased focus upon literacy development in subject specific context. This will look to narrow the gap between those with PP and those without in Literacy in Year 7, 8 and 9; and to increase the Reading age closer to their actual age  EEF Toolkit – Peer tutoring - +5 6 <sup>th</sup> form students trained to be reading mentors for identified KS3 students (This is in the plan in case it is possible, but realistically it can't happen due to COVID mitigations)	Reading curriculum designed by the reading co-ordinator will be monitored. Subject specific Literacy resources developed in all subjects and monitored through line management. Reading age testing completed by SENDCo Engagement in reading and literacy Pack planned for all PP	KJO	Spring 2022 to review in time for 2022-23 curriculum design
'Growth mindset' and metacognition skills initiative. (B, C)	Lessons and teaching in general will focus upon students learning how to become more responsible for their own development.	EEF Toolkit – Metacognition - +7 Students will develop strategies to support their independence and challenge their self-regulation and development in specific tasks.	Lesson observations and student feedback will indicate it's implementation in the curriculum	CBA	July 2022 when looking to develop INSET programme for 2021-22
<b>Total budgeted cost</b>					<b>£33,770</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Targeted Support Staffing (A, B, C)	Rapid increase in the development of key skills, particularly where there is low prior attainment at KS2	EEF Toolkit – Small group tuition - +4 To increase the capacity for supporting small group work in literacy and numeracy. This will also include behaviour management, SEN and inclusion specialists. This includes specific support for Yr 7 Catch-up Students	SENDCo and subject leaders for English and Maths deliver a programme of intervention, staffed by specialists as much as possible to support rapid development. This is overseen by the curriculum design to ensure maximum effectiveness.	RMA	Spring 2022 in readiness for the design of the 2022-23 curriculum model
Targeted Emotional Support (including COVID related financial support) (B,C,D)	All students who require emotional support are identified and then supported to work towards overcoming their individual needs.	There will be a significant rise in mental health issues for students and this will be another layer of support for them	Year leaders, SENDCo, Inclusion officer, Safeguarding officer, tutors and chaplain will all work together to ensure that students are carefully watched and supported. This will be overseen by the Pupil premium lead. Each intervention will be discussed and assessed. This includes MHST and YES referrals and Mental Health Guidance for staff	MKE	Termly
Bespoke targeted intervention for KS4 PP Students (A, B, C)	Identified engage with a targeted intervention scheme to develop independent learning skills and revision skills (A, B, C)	EEF Toolkit – Small group tuition - +4; 1-1 tuition +4; individualised instruction +3 Specific and individualised intervention for Disadvantaged students	Attendance to sessions and engagement co-ordinated and monitored by Disadvantaged lead. Year 11 tutor group interventions including NTP in Yr 11, specific English and Maths interventions and a mentoring programme.	MKE	May 2021 following departure of Yr 11.

Mentoring Programme* (B, C)	Students achieve or exceed internal target grades.	This initiative is a mentoring programme aimed at building specific support to students in Yr 11 based on need on a wider subject level; monitored by SLT and YL. Changes have been implemented to improve impact. Subject to COVID mitigations	Attendance to sessions and engagement co-ordinated and monitored by Disadvantaged lead.	MKE	May 2022
Core Pastoral Team* (D)	High level of shared knowledge of Disadvantaged students, successful interventions and shared good practice	Core Team to track student progress in detail and evaluate the impact of specific interventions	Regular fortnightly meetings led by Disadvantaged Lead and DH where individual needs of students are discussed and issues raised.	MKE / RMA	July 2022
Individual financial support (clubs / trips / uniform / sports / arts) (B, D) Subject to COVID mitigations	Increased attendance and engagement in subject activities.	EEF Toolkit – Various strategies Financial barriers to engagement removed through case by case response to need relating to uniform, equipment, trips and other subject specific needs.	All interventions tracked and monitored by Disadvantaged Lead and Year leaders Uniform purchased to support families in hardship The website will provide a dedicated support section for parents	RMA / JLA / MKE	Half termly review of spending
Technology Support (B,C,D)	All students have access to an appropriate device to work from home and a working internet connection	All students will need to have access to appropriate IT and internet connection in the event of needing to engage with remote learning due to COVID.	Ensure that we are aware of all students who need this intervention combined with the acquisition of enough laptops and internet dongles. Clear record keeping of where these devices have been	MKE	Christmas 2021
COVID Hardship support page on website (D)	Parents and carers have a single resource which signposts where and what support they can get financially.	Having a single resource that everyone can access would reduce the amount of time parents would need to spend searching for support, and may also open up channels of support that they hadn't considered.	Resources and links collated and checked and published on the school website as well as direct communication with parents.	MKE	July 2021
<b>Total budgeted cost</b>					<b>£65,000</b>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Alternative Learning Provision (where all other strategies have been exhausted)/ Blended learning support	Students able to make progress in suitable facility	To enable commissioning of Alternative Provision for PP students as required	Regular feedback from other centre	CFR / FKE	July 2022
External Support Organisations*	Student specific interventions will increase attendance and progress in their identified areas.	To enable external speakers and organisations to visit the school and work with KS4 and 5 to raise personal aspirations and train students in how to challenge themselves to meet their potential	Development of THRIVE programme to use previously successful organisations such as NTP, PPE, monitored by Disadvantaged Lead AH Pastoral and Year leaders	MKE/DAM	July 2022
External Services*	Outcomes will be student specific	Bespoke external support when required for specific issues such as Ed Psych, Nurse, Counselling	Individual students monitored by Inclusion Manager, SENCO, Year Leaders and SLT as appropriate.	MKE/FKE	July 2022
Raising Aspirations and Careers Support*	Disadvantaged students will engage with higher education and will be in a position to apply to appropriate courses.	A number of specific and directed activities, such as University opportunities, careers support, external organisations such as Villier's Park, and individual and small group work will look to challenge identified students to aspire to appropriate further education.	Following up on students' intentions and support for applications process, both to 6 <sup>th</sup> form/ college and university	MKE / DAM / JRD	July 2022
<b>Total budgeted cost</b>					<b>£19,000</b>

\* Actions may also form part of a 6<sup>th</sup> Form approach

