

# Pupil premium strategy statement (Secondary) 2020 -2021 and statement review 2019 – 20

This statement is written with recognition following guidance:

The EEF Guide to the Pupil Premium (July 2019)

Education Endowment Foundation, 'Closing the attainment gap' (Dec 2017)

DfE Pupil Premium reports and guidance (various)

National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)

National Governance Association, 'Spotlight on Disadvantage' (April 2018)

National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)

Education Policy Institute report on Disadvantage Gap (July 2016)

## School overview

Metric	Data
School name	<b>St John Fisher Catholic High School</b>
Pupils in school	994
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£274,000
Academic year or years covered by statement	2020 – 2023
From September 2019 schools were encouraged to consider a multi-year strategy. Although not compulsory, at St John Fisher we adopt long term pupil premium strategies to tackle potential challenges. They are challenges that we are likely to face year on year and may take a generation to overcome. Our PP cohort needs change each academic year and therefore we believe it essential to set bespoke in year PP target. These could become multiyear targets after year 1.	
Many priorities continue/remain after the Covid-19 pandemic 2019-2020 and will need to be amended as appropriate in response to pupil assessment/ catch up requirements 2020/21	
Publish date	October 2020
Review date	September 2021
Statement authorised by	Alison Rigby
Pupil premium lead	Anthony Ryder
Governor lead	Patricia Evans

## Disadvantaged pupil performance overview for last academic year

Progress 8	-1.17	(2019 -0.96/ 2018 -1.07)
Ebacc entry	49%	(2019 32.3%/ 2018 50%)
Attainment 8	44.3	(2019 37.3/ 2018 34.07)
% Grade 5+ in English and maths	28.6%	(2019 24%/ 2018 9%)

## Strategy aims for disadvantaged pupils

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress 8	Ensure that disadvantaged learners achieve in line with non-disadvantaged pupils at St John Fisher. Comparative progress (gaps) data made by disadvantaged pupils amongst similar schools.	Sept 21
Attainment 8	Ensure that disadvantaged learners achieve in line with non-disadvantaged pupils at St John Fisher. Comparative progress (gaps) data made by disadvantaged pupils amongst similar schools	Sept 21
% Grade 5+ in English and Maths	Achieve English and maths 5+ scores in line with similar schools. Build on previous 2019/20 SJF figure in line with entry data.	Sept 21
Attendance	Work toward improving attendance to national average. Building on whole school and disadvantage learner attendance in comparison to similar schools.	Sept 21
Behaviour/ Exclusions	Reduction of behavioural incidents and exclusions for disadvantaged learners on previous years at SJF.	Sept 21

## Teaching priorities for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>Recruitment, retention and professional development of staff to deliver 'Quality first teaching' for all pupils.</p>	<p><i>'Good teaching is the most important lever schools have to improve the outcomes for disadvantaged learners.'</i> <i>"Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention". (Effective use of the pupil premium, EEF report 2019)</i></p> <p>Quality first teaching supported by additional staffing and CPD for all staff – Introduce Rosenshine's principles in action to staff following on from learning science/ memory work 2019/20. CPD to link to appraisal, focusing on developing increasingly effective classroom practice.</p> <p>Embed and increase awareness among all teachers to their responsibility for disadvantaged learners. Class charts introduced to automatically highlight PP pupils in respective classes for all staff..</p> <p>CPD/INSET Departmental input to three-tiered Disadvantaged learner strategy. (EEF structure) Subject specific professional development.</p> <p>Continue to develop an effective strategy guide for teachers/departments to highlight whole school PP provision</p>
<p><b>Priority 2</b></p> <p>Literacy - Embed Accelerated Reader across KS3 to increase provision of disciplinary literacy and reading for pleasure</p>	<p><i>'Assessment is mostly language acquisition and language recall. Key words are a gateway to meaning. In class pre-learning and overlearning are good solutions'.</i> <i>(Daniel Sobel, CEO Inclusion Expert)</i></p> <p>Closing the vocab gap. Major importance on the lives of disadvantages learners beyond SJF. Increase disciplinary reading in school. STAR reading and Accelerated reader testing Year 7 – 9. MyON to be implemented as a remote learning tool for reading.</p> <p>Tier 1,2,3 words to be understood and taught- CPD group to focus on Literacy development. Literacy skills of pupils to be a priority to help close the vocab gap and ensure disadvantaged learners are able to access information required to be able to prepare for the challenges of the curriculum effectively.</p> <p>WOW – Word of the week – increase visual/use around school. Pupil reward for use.</p> <p>Remote learning – S Price to purchase and implement electronic book library in line with A Reader and in order to allow provision of full access to reading with COVID-19.</p> <p>Form time reading programme introduced to develop love of reading and to assist catch up of key topics/subject specific content.</p>
<p><b>Priority 3</b></p> <p>Increased analysis of internal data allowing effective intervention (dept/whole school)</p>	<p>Ensure teacher have the most up to date progress data on their classes so they can monitor all pupils effectively and apply timely intervention.</p> <p>Reports to use an alternative grading system. To allow for more accurate tracking of all pupils and the finer recognition of potential gaps occurring between disadvantaged learner and their peers. Barriers to learning to be highlighted in association with the data.</p> <p>Exam analysis, QA data analysis, data drops and departmental reviews to be calendared and follow up meetings to have a focus on outcomes for disadvantaged</p>

	<p>pupils. Recognition and action of amendments to curriculum that may be required to bring about improved outcomes for all learners.</p> <p>Intervention to take place within departments. Contact with parents to enhance parental support and relationships to work together to allow best outcomes for the individual pupil.</p>
<b>Barriers to learning these priorities address</b>	<p>Low prior academic achievement, including underachievement at KS2</p> <p>Poor behaviour/attitudes to learning</p> <p>Low literacy/numeracy outcomes</p> <p>Low aspiration or potential lack of parental support</p> <p>Gaps in knowledge as a result of Covid 19</p>
<b>Projected spending</b>	£146,330

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
<p><b>Priority 1</b></p> <p>Literacy and numeracy and STEM interventions across KS3 for low attaining disadvantaged pupils.</p>	<p>Literacy, numeracy and STEM interventions to be in place for all identified underachieving/ pupils needing to catch up across KS3 for low attaining disadvantaged pupils. Additional tutoring to be accessed through catch up premium. 6-week rotations covering three areas three mornings a week.</p> <p>Reading and Numeracy activities to be in place for all pupils at KS3 in addition to that within the curriculum, during form time. JR Numeracy ninjas, and SP Literacy ninjas/ form reading comprehension activities (department linked) to assist subject catch up.</p> <p>Pupils well below their peers on standardised scores and entry data to be timetabled additional lessons in literacy to improve reading ages in order to allow them to access the curriculum. Additional form time numeracy and literacy activities to be introduced and monitored by literacy coordinator.</p> <p>Numeracy coordinator to be employed.</p>
<p><b>Priority 2</b></p> <p>Intervention focused on underachieving PP/HAP Boys as a priority at KS3 and KS4</p>	<p>Learning walks and work sampling will form part of the whole school improvement calendar. Feedback on provision for KS3 pupils will assist teacher standards and meeting individually with identified underachieving pupils to identify any barriers to learning and effective ways to progress further.</p> <p>Year 11 PP boys seen as underachieving from mock analysis to have pupil progress meetings with HoY and SLT, including Headteacher. Parental involvement and engagement to support learning and interventions put in place.</p> <p>Improve internal assessment outcomes for disadvantaged learners. Creation of a revision calendar for all Y11 pupils after delivery of study skills training. Study skills section in the library to allow pupils access to additional materials beyond the classroom.</p>

	<p>Targeted intervention during form time, initially in the core 4 subject areas to allow all pupils, including the most disadvantaged additional opportunity to learn effectively in a small group setting.</p> <p>HAP programme of enrichment in place for all year groups</p>
<p><b>Priority 3</b></p> <p>Pupil wellbeing and access to additional emotional support.</p> <p>Pastoral HUB intervention to respond to the needs of all pupils especially those that are disadvantaged.</p>	<p>Specific non-teaching staff employed to carry out the pastoral support role required to emotionally support all pupils learning especially disadvantaged learners.</p> <p>Access available to the school pastoral hub on a daily basis with support in place to help minimise social, emotional, personal barriers that may affect the pupils' access to learning.</p> <p>1:1/ small group/coaching meetings to help reintegrate pupils into classes or alternative staffed (Pupil Support) appropriate environments to allow learning to continue effectively.</p> <p>Early contact with family members, key community groups and social departments to ensure the home/school life is facilitated to allow pupil to be safe, secure and able to access school and their continued learning effectively.</p> <p>Intervention programmes and counselling to be sought where appropriate in response to individual needs.</p>
<p><b>Barriers to learning these priorities address</b></p>	<p>Low levels of parental support influencing low literacy outcomes</p> <p>Potential distraction at home including family-related issues,</p> <p>Social, Emotional, Behavioural response of pupils in relation to Covid 19</p> <p>Potential lack of suitable working space, equipment, facilities at home</p>
<p><b>Projected spending</b></p>	<p>£70,000</p>

### Wider strategies for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>Delivery of a rigorous attendance and punctuality strategy</p>	<p>Pastoral HUB to have specific attendance officer. Weekly updates and reward competitions for pupils, monitored by parents via class charts, form tutors and Head of Year. New attendance framework to identify and allow staff to intervene early.</p> <p>Updates on attendance/lates for disadvantaged learners in relation to peers.</p> <p>Reward system and recognition of pupils - 100% attenders' reward at the end of each term. Assistance with transport if necessary.</p> <p>'Late gate' continued with sanctions attached to decrease late to school.</p>
<p><b>Priority 2</b></p> <p>Additional aspirational, future pathways, career guidance.</p>	<p>Education Endowment Fund - Research based opportunity with Year 9 pupils looking into the effectiveness of 'Adventure learning' on the personal and academic development of a specific group of pupils. Range of data to be tracked in school (Attendance, PA, effort, outcomes) Continued tracking into 2021.</p>

<p>Enrichment opportunities to link to wider learning</p>	<p>Opportunities in association with GM higher focusing on 'Aiming higher', aspiring to further learning and future careers pathways.</p> <p>Working in association with St John Rigby college to offer the 'WAY' programme targeting our disadvantaged HAP cohort within school.</p> <p>Increase in careers based activities through careers lead (A Hynes). Career interviews and college discussions to prioritise PP pupils.</p> <p>Breakfast club and (access allowing) Homework club with facilities, equipment and support to be offered to all learners to allow the opportunity to complete self-study in an effective environment.</p>
<p><b>Priority 3</b></p> <p>Reduction of behavioural incidents and exclusions of all pupils.</p>	<p>Consequence system to be developed in school. DHT to focus regularly on patterns of behaviour for individuals, within year groups and in relation to disadvantaged learners and non-disadvantaged peers. Intervening using parental contact, report books, internal sanctions and additional strategies to keep pupils behaving appropriately in school, learning effectively in lesson and contributing successfully to our school community.</p> <p>Use of ongoing data from the Key groups to continue work with Mr Burger on a behavioural programme in association with a local gym. Personal development, self-regulation and pupil behaviour the key driver to improve the chances for the disadvantaged learners involved.</p> <p>For pupils who may display challenging behaviours within school that affect their own or others learning. Additional support is available in small group and 1:1 sessions with key staff using intervention (Intervention unit – Lead by newly appointed position- Mr T Cairney) and other external services. Reintegration and strategies to access learning effectively to be in place.</p>
<p><b>Barriers to learning these priorities address</b></p>	<p>Attendance of key pupils at school, persistent absence.</p> <p>Low aspiration</p> <p>Potential lack of role models</p> <p>Lack of confidence, character, grit, determination, resilience</p> <p>Potential lack of cultural stimulation and enrichment opportunities</p> <p>Attendance below non-disadvantaged pupils</p> <p>Pupil response to Covid 19</p> <p>Individual access to resources, opportunities and equipment - £15,000 to be spent on direct provision for individual pupils.</p>
<p><b>Projected spending</b></p>	<p>£50,000</p>

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>COVID-19 distance learning and pupils missing school due to transmission</p>	<p>Use of INSET days and additional cover being provided by senior leaders.</p> <p>Laptop provision and ICT access prioritised for PP pupils.</p>
Targeted support	<p>Ensuring enough time for school appropriate-leads to support small groups / carry out intervention effectively. Identify and employ tutors to provision to provide tutoring.</p>	<p>Ensure staff timetables allow for intervention to take place. Non-teaching staff to work with individuals/ small groups.</p> <p>Use of in-house tutors (known to pupils)</p> <p>Breakfast supplied to pupils.</p> <p>Contact to parents regarding catch up work and necessity to attend.</p>
Wider strategies	<p>Engaging the individuals/families facing most challenges.</p>	<p>Working closely with the LA and other local schools/colleges, companies, charities and educational research (EEF) on outreach programmes.</p> <p>Invitation to discuss provision and support for child. Close relationships developed through pastoral support hub and intervention staff.</p>

## Review: last year's aims and outcomes –

### See PP strategy review 2019- 2020 documentation

Aim	Outcome
<p>Progress 8 - Ensure that disadvantaged learners achieve in line with non- disadvantaged pupils at St John Fisher. Comparative progress (gaps) data made by disadvantaged pupils amongst similar schools.</p>	<p>Results based on 2019/20 Teacher assessments (CAGs) due to Covid-19.</p> <p>Based on Y11 Cohort of 49 pupils.</p> <p>Pupil premium pupils achieved a P8 score (4 Matrix) of -1.07 and FFT -1.17</p> <p>Males (22) -1.02 slightly outperformed Females (17) -1.11 with a difference gap of 0.09.</p> <p>Comparatively to previous year 2018-2019 the overall comparison difference is -0.15 however the attainment figure overall for PP pupils is much higher and the gap between PP and non-PP peers has narrowed considerably see Ma/Eng 5+ grade table below. The year on year 5–9 basics has also increased however the gap between non PP peers has widened.</p>
<p>Attainment 8 - Ensure that disadvantaged learners</p>	<p>Results based on 2019/20 Teacher assessments (CAGs) due to Covid-19.</p>

Aim	Outcome															
<p>achieve in line with non disadvantaged pupils at St John Fisher. Comparative progress (gaps) data made by disadvantaged pupils amongst similar schools</p>	<p>Based on Y11 Cohort of 49 pupils.  Attainment figure A8 overall is 48.6  A8 figure for PP is 44.4 and Non-PP peers (SJF) 50.1</p> <table border="1" data-bbox="571 271 1276 392"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>37.3</td> <td>43.2</td> <td>-5.9</td> </tr> <tr> <td>2020</td> <td>44.3</td> <td>50.1</td> <td>-5.6</td> </tr> </tbody> </table> <p>Figures have increased year on year for PP in comparison to their non-PP peers and the gap between the two cohorts has also narrowed.</p>		PP	Non-PP	Gap	2019	37.3	43.2	-5.9	2020	44.3	50.1	-5.6			
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<p>% Grade 5+ in English and Maths - Achieve English and maths 5+ scores in line with similar schools. Build on previous 2018/19 SJF figure in line with entry data.</p>	<p>In comparison to Non- PP peers (St John Fisher)</p> <table border="1" data-bbox="571 725 1300 969"> <thead> <tr> <th></th> <th>PP</th> <th>Non -PP</th> </tr> </thead> <tbody> <tr> <td>2019 Basic 4 – 9</td> <td>(68 pupils) 42.4</td> <td>(117 pupils) 65.5</td> </tr> <tr> <td>2020 Basic 4 – 9</td> <td>(49 pupils) 69.4</td> <td>(138 pupils) 74.6</td> </tr> <tr> <td>2019 Basic 5 – 9</td> <td>25.4</td> <td>35.2</td> </tr> <tr> <td>2020 Basic 5 – 9</td> <td>28.6</td> <td>43.5</td> </tr> </tbody> </table> <p>The 5+ basics score has increased year on year with the PP cohort increasing + 3.2 from 2019. The non-PP cohort also increased with a positive gap + 8.3.  The gap between PP and non PP peers (at SJF) has therefore increased going from a difference of -9.8 in 2019 to -14.9 in 2020.</p>		PP	Non -PP	2019 Basic 4 – 9	(68 pupils) 42.4	(117 pupils) 65.5	2020 Basic 4 – 9	(49 pupils) 69.4	(138 pupils) 74.6	2019 Basic 5 – 9	25.4	35.2	2020 Basic 5 – 9	28.6	43.5
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<p>Attendance - Work toward improving attendance to national average. Build on whole school and disadvantage learner attendance.</p>	<p>Attendance figures year on year are not available to due to COVID-19</p>															
<p>Behaviour - Reduction of behavioural incidents and exclusions for disadvantaged learners on previous years at SJF.</p>	<p>Behaviour incidents were reduced but due to COVID -19 accurate year on year figures are not available</p>															