

### 3 Year Pupil Premium Strategy Plan



#### Blessed Robert Sutton Catholic Voluntary Academy

##### Summary Information

##### PUPIL PREMIUM LEADERSHIP INFORMATION [2020-2021]

Pupil Premium Lead	Sharon Milligan & Laura O'Leary	Governor Lead	TBC
--------------------	---------------------------------	---------------	-----

##### CURRENT PUPIL INFORMATION [2020-2021]

Total number of pupils:	<b>543</b>	Total pupil premium budget:	<b>£96455</b> <small>(pending confirmation from PC)</small>	Date of most recent PP Review	<b>17/11/2020</b>
Number of pupils eligible for pupil premium:	<b>101</b>	Amount of pupil premium received per child:	<b>£955</b>	Date for next internal review of this strategy	<b>18/11/2020</b>
Proportion of disadvantaged pupils:	<b>18.60%</b>	Amount of pupil premium received per LAC:	<b>£2,345</b>		

##### PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	50	49.5%
Girls	51	50.5%
SEN Support	16	15.8%
EHC Plan	3	3.0%
EAL	14	13.9%
LAC	2	2.0%

##### Assessment data for previous 3 years

###### ATTAINMENT 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	-0.76	+ 0.18	+ 0.01	-0.45	+ 0.13	-0.03
Attainment 8 score average	30.83	48.22	45.40	36.7	50.3	46.7
Percentage of Grade 5+ in English and Maths	11%	43%	38%	24.70%	49.90%	43.20%
Ebacc entry (%)	17%	14%	14%	27.50%	44.50%	40.00%

###### ATTAINMENT 2017-18

Progress 8 score average	-0.42	+ 0.03	-0.01	-0.44	+ 0.13	-0.02
Attainment 8 score average	35.65	47.95	46.86	36.7	50.1	46.5
Percentage of Grade 5+ in English and Maths	20%	39%	37%	24.90%	50.10%	43.30%
Ebacc entry (%)	0%	21%	19%	26.40%	42.80%	38.40%

###### ATTAINMENT 2016-17

Progress 8 score average	-0.17	+ 0.06	+ 0.02	-0.4	+ 0.11	-0.03
Attainment 8 score average	44.24	51.54	50.38	37	49.8	46.3
Percentage of Grade 5+ in English and Maths	32%	54%	51%	24.50%	49.40%	42.60%
Ebacc entry (%)	16%	12%	13%	25.40%	43.00%	38.20%

##### ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
--	--	-----------------------------	--------------------------------------

2019-20	<b>90.3% (pre lockdown figure)</b>	<b>94.6% (pre lockdown figure)</b>	N/A
2018-19	<b>91.4%</b>	<b>94.4%</b>	94.5%
2017-18	<b>89.7%</b>	<b>93.5%</b>	94.5%

\* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers (such as poor literacy skills)

2020 will see us build on our success of targeted interventions even more specifically and tasking individual teachers with developing Teaching & Learning strategies aimed at supporting disadvantaged students. Please refer to the Pupil Premium First document. Students will be categorised into 3 groups:

Group 1 – No extenuating circumstances and barriers to learning, funding possibly directed to widening cultural Capital experiences

Group 2 – Students circumstances are complex and an individual plan to be put in place to support these students

Group 3 – The complex set of circumstances surrounds these students, several internal or external people may be involved and a detailed student support plan to be put in place

A	Need for accelerated progress in Numeracy
B	Need for accelerated progress in Literacy and Reading skills
C	Disengagement during lockdown, lack of independent work and low engagement with online work
D	Gaps in social and cultural capital
<b>External Barriers (such as poor attendance)</b>	
E	Low aspiration and limited support at home
F	Poor attendance with strong correlation with persistent absenteeism
G	Uniform and resources
H	Social & Emotional concerns

## Desired Outcomes

	Outcome	Success Criteria
A	Narrow the gap in reading age and literacy levels throughout the school	All students will have a reading age that exceeds or is in line with their chronological age and will be evidenced through the GL assessments 3 times a year
B	All Year 11 exceed or are in line with their FFT50 target for English and Maths GCSE	Gap is reduced (currently +0.43 v -0.15)
C	Narrow the gap in homework and work completion	Fewer instances of missed homework recorded for PP students on SIMS
D	An increase in student engagement in enrichment activities and school life	% of PP students taking up opportunities to match that of none PP
E	Increase in parental support and engagement	Attendance record to show that PP parental attendance at Parents Evenings etc increases and is in line with none PP parental attendance
F	Narrow the gap in punctuality and attendance	The gap between PP attendance and none PP attendance will close by 0.5% (currently 92.1% v 93.5%)
G	No barriers to learning linked to uniform or lack of equipment	% of behaviour incidents due to uniform or equipment reduced
H	Children are happy and learning in school	% reduction in MyConcern reports linked to Social & Emotional issues for PP students and reflected in QA and survey outcomes

## 3 Year Pupil Premium Strategy

### TEACHING PRIORITIES (Quality first teaching, Teaching support (NQT/RQT), curriculum subject design, recruitment and retention, CPD)

Member of staff responsible: Sharon Milligan / Laura O'Leary

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
Excellent teaching and learning - By prioritising excellent teaching and learning alongside regular monitoring and intervention, curriculum and knowledge gaps are quickly closed to maximise individual achievement.	<p>we believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day. We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:</p> <ul style="list-style-type: none"> <li>• Period 6 and additional teaching</li> <li>• Small group teaching</li> <li>• Revision sessions</li> <li>• Departmental plans and strategies</li> </ul> <p>Prioritise English and Maths tuition for disadvantaged students.</p> <p>Provide enhanced "exam readiness" resources and events for disadvantaged students, with a particular focus on Year 10 and 11. Year 11 focus to ensure success at A Level following cancellation of Summer GCSE exam series (2021 only).</p> <p>Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions and other targeted interventions.</p> <p>Formalise interventions for disadvantaged students from Year Leaders and Curriculum Leaders at data drops. MTIYT is used to create intervention plans for disadvantaged students, utilising Horsforth Quadrant, after data drops. Middle Leaders to create RAM plans.</p> <p>Ensure all disadvantaged students have access to an online device and monitor disadvantaged students' engagement with online learning and online homework. Some devices provided through DFE devices / additional devices funded through leasing agreement with CMAT. 100 additional devices for year 1.</p>		£5,500.00	<p>Students are not disadvantaged due to prior circumstances, including lockdown, and continue to access excellent teaching and learning.</p> <p>Staff have the highest expectations for the quality of work produced in and outside the classroom, targets and future aspirations.</p> <p>Students requiring curriculum or pastoral intervention are quickly identified and supported early.</p>
Curriculum (Including the catch up curriculum)  Curriculum  All students, including those who are disadvantaged, are able to access a challenging and appropriate curriculum which meets both their current and future needs. Long term impact: Fluency and communication	<p>Curriculum design constructed to ensure that all students, regardless of background and ability, have fair access to an inspiring and balanced curriculum that results in strong outcomes and excellent progression routes at key stage 4 and 5.</p> <p>Each department has refined their curriculum, ensuring a detailed curriculum catch up plan is in place. (See catch up plan).</p> <p>Move to Firefly for homework to support completion and quality for disadvantaged students.</p> <p>Curriculum planning ensure sequencing and progression of skills across each year and key stage. Subject knowledge and skill development are mapped and linked to ensure progression.</p> <p>An increased teaching and learning focus on nurture teaching for the most vulnerable students within our school. This will ensure: that there are consistent high expectations across the school for these students, effective teaching and learning and the sharing of best practice.</p> <p>Ensure disadvantaged students are involved in the Student Voice programme, including work trawl, lesson observations and student panels.</p>		£1,000	<p>Curriculum allows for strong outcomes for all students, including disadvantaged students.</p> <p>Increased evidence of cultural opportunities and enrichment opportunities within curriculum and lessons.</p>
<b>TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)</b>				
Member of staff responsible: Sharon Milligan / Laura O'Leary				
Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure

<p>Reading, literacy and numeracy - long term impact of fluency and communication</p> <p>All pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through both the spoken and written language and finally, equip them with the skills to become lifelong learners and capable world citizens.</p>	<p>All students have access to the BRS Reading Ready programme, ensuring reading is a priority for all students.</p> <p>All pupils to have access to a reading book during lockdown.</p> <p>Targeted literacy intervention.</p> <p>Catch up numeracy.</p> <p>All students complete the small group reading intervention in Year 7 and 8 and all year groups complete Daily Tutor Time Reading. Substantially evidence of improving reading age of disadvantaged students.</p> <p>Provide additional tutoring for KS4 pupils not on track to pass English or Maths GCSE.</p>		<p>£13,000.00</p>	<p>Literate and numerate confidence increases life chances of all students whilst improving emotional and social wellbeing.</p> <p>No barriers to success in all qualifications across the curriculum and beyond.</p> <p>Students appreciate the value of reading for pleasure and personal fulfilment.</p>
---	---	--	-------------------	---

**TARGETED SUPPORT (Attendance, behaviour and family relations)**

Member of staff responsible: Sharon Milligan / Laura O'Leary

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when <i>(include review dates)</i>	Costings	Success measure
<p>Attendance, behaviour and family relations</p> <p>All students feel school is completely inclusive and all barriers to inclusion, including attendance, attitudes towards school and family relationships are positive and effective</p> <p>Long term impact: Strong, positive relationship between home and school</p>	<p>Attendance officer works collegiately with pastoral team to identify potentially vulnerable students and those at risk of PA.</p> <p>PST identify and work with a targeted group of students in each year group to establish, restore or maintain a positive home-school relationship.</p> <p>The pastoral team work to identify those most in need, including the working poor, who are struggling financially and provide support at home through the CMAT Hardship fund. We check FSM status ourselves through the Entrust system to ensure a more rapid response.</p> <p>Engagement Team support disadvantaged families with home learning and building parent confidence to support children with independent learning.</p> <p>Our Wellbeing Hub and Safeguarding Team provides a supportive environment and SEAL intervention for students who need this most.</p> <p>All students are rewarded and recognised to maintain positive relationships and aspirations.</p>		<p>£9,450.00</p>	<p>Attendance is no longer a barrier for disadvantaged students.</p> <p>All disadvantaged students attend school and access excellent teaching, learning and extra-curricular enrichment.</p> <p>Disadvantaged students and parents have a strong and productive relationship with school.</p>
<p>Staffing for PP leads</p>	<p>The school employs 2 Pastoral Support Workers (PSWs). Each PSW takes the lead for pastoral care for disadvantaged students. They work closely with pupils and acts as a liaison between the school and parents/carers to ensure a productive plan is in place, tracked and modified as necessary to ensure all pupils receive the same opportunities.</p> <p>Their main priorities include:</p> <ul style="list-style-type: none"> <li>Tracking and monitoring all Pupil Premium pupils, identifying those students who need support.</li> <li>* EAL tutor for PP students</li> <li>Communicating with parents/carer to ensure they are fully aware of all the support that is in place and offering them support outside of school</li> <li>Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support.</li> </ul> <p>Disadvantaged Department Leads profile PP students in department meetings. They facilitate specific support for Pupil Premium during Period 6 and revision sessions. They produce a range of bespoke revision</p>		<p>£46,000.00</p>	<p>Improved attendance and engagement</p>

	<p>Our high standards, expectations and support ensure that attendance and behaviour of Disadvantaged Students and non-Pupil Premium students are comparably high. High-level expectations and an ever-growing pastoral team will ensure all Disadvantaged</p> <p>Students are challenged and relationships are established with parents that result in high expectations and aspirations. Where required we will cover the cost of items that could potentially stop a student from attending or make them unproductive. For example: uniform and equipment. Inclusion includes the following:</p> <ul style="list-style-type: none"> <li>• The enhancement of the Wellbeing Hub</li> <li>• Cultural opportunities</li> <li>• Homework packs</li> <li>• Homework support clubs</li> <li>• Breakfast</li> <li>• Inclusive trips</li> <li>• Transition</li> <li>• IAG and aspirations</li> </ul>		£6,000.00	
<p>Ensuring all disadvantaged students are given equal opportunity and experiences within school and all gaps are closed.</p> <p>Long term impact - equality and opportunity</p>	<p>Further support students and families to up-take and use FSM whilst acting upon student voice to improve the current food provision.</p> <p>Develop a whole school daily well-being programme for all students.</p> <p>Publicise support available for families suffering from financial difficulty. Including access to the CMAT hardship fund.</p>		£3,000	<p>Students feel the school is fully inclusive and they are a valued part of the community; no opportunity is out of their reach and they more fulfil their personal potential, despite their present circumstances.</p>
<b>TARGETED SUPPORT (Character and Cultural Development)</b>				
Member of staff responsible: Sharon Milligan / Laura O'Leary				
<b>Priority</b>	<b>Activity (CPD, Recruitment, intervention, resourcing)</b>	<b>By when (include review dates)</b>	<b>Costings</b>	<b>Success measure</b>
<p>Character and cultural development</p> <p>All disadvantaged students are given the opportunities to experience a wide range of cultural opportunities and are provided opportunities to reflect upon their personal development.</p> <p>Long term impact: Cultural capacity</p>	<p>Integrate the "BRS Journey" into all aspects of pastoral care and curriculum to allow disadvantaged students to direct their personal development.</p> <p>Disadvantaged students supported and monitored to engage with extracurricular activities through the KS3 HOY programmes, tracked through HOY records.</p>		£3,000.00	<p>Disadvantaged students can articulate their journey within school and understand their direction of travel.</p> <p>Disadvantaged students develop passions and interests which they can pursue beyond school.</p> <p>Cultural gaps are closed leading to a wider cultural capital for all students.</p>
<b>TARGETED SUPPORT (Career and transition points)</b>				
Member of staff responsible: Sharon Milligan / Laura O'Leary				
<b>Priority</b>	<b>Activity (CPD, Recruitment, intervention, resourcing)</b>	<b>By when (include review dates)</b>	<b>Costings</b>	<b>Success measure</b>
<p>Career and transition points</p> <p>All disadvantaged students are given the appropriate support and expertise to ensure they have the best opportunity to progress toward and succeed in their chosen career and no students are NEET.</p> <p>Long term impact: Ambitious careers</p>	<p>Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place.</p> <p>Regular review of disadvantaged careers provision through the student tracking sheet. Students will fill out the document and then meet for further guidance with the careers advisor.</p> <p>Disadvantaged students and students at risk of being NEET will receive additional input from Careers Advisor with hour-long meetings to discuss their next steps and provide robust IAG.</p> <p>Students will be given access to Apprenticeship and careers fairs throughout the year. They will be escorted to these by the Careers Advisor.</p> <p>Disadvantaged KS4 students will have access to Open Days throughout the year, and will be escorted by members of staff to encourage attendance.</p> <p>including 1:1 meetings and the Career Ready programme.</p>		£2,000	<p>No students are NEET after Year 11</p> <p>Disadvantaged students have high aspirations and suitable action plans to achieve these (Career plans and data)</p>

£82,450.00

Once Lockdown commenced, we reviewed and paused our strategy and launched an emergency plan to support our disadvantaged students through a difficult period.

Our 10 commitments to disadvantaged students, up until the full return to school in September, are summarised below:

### **10 Commitments to disadvantaged students both during and after lockdown**

As a school community, we were, and continue to be, aware of the extensive impact and ongoing pressures lockdown and the developing COVID 19 situation has had on our disadvantaged students. Our aim, throughout this year, has been to ensure school is central in all students' lives and every child, despite the challenges of the present circumstances, have the capacity to "have life and have it to the full" (John 10:10).

**1: Communication:** From the start of lockdown we ensured we stayed in regular contact with all our disadvantaged students. All disadvantaged students received at least a weekly phone call from their Head of Year, pastoral support worker and form tutor. Further to this, Miss O'Leary wrote to families each day to maintain contact and provide specific school, local and national updates.

**2: Devices and IT support:** We rapidly collated resources from across our schools to ensure we could provide every student with an appropriate device to access the full curriculum provided on Firefly and MS Teams. This has continued post lockdown and we are now in the process of ensuring every single disadvantaged student has access to an electronic device and internet access

**3: A full and engaging online curriculum:** We swiftly developed an accessible online curriculum which utilised MS Teams. As lockdown developed, these progressed into more ambitious interactive lessons, narrated presentations, lessons and interactive quizzes. Where students were still faced with considerable barriers to online learning we ensure students could access alternative resources and lessons. MS Teams and Firefly has become a central part of our provision post-lockdown and we are working with individual disadvantaged families to engage with this.

**4: Online communities:** We ensured students continued to feel part of the school community through online YL video messages, staff messages and active Roll Call groups on MS Teams to allow students to chat and interact despite being isolated from one another. In time, we were able to provide many of the important form time activities, such as quizzes, 'Motivational Monday' and 'Challenge Tuesday' which bring the forms and year groups together when normally in school.

**5: Hardship fund:** The hardship fund accessed through the CMAT provided a vital life line for families who had nowhere else to turn. A dedicated team worked to identify what individual families needed most. This ranged from food hampers, sanitary products, Sunday lunches and general financial support whenever needed. This continues to be accessed by several families post lockdown.

**6: Food vouchers and external support:** The school worked with individual families to ensure they were able to access all the external support and guidance available. Families were guided through the process of applying for food vouchers, applying for universal credit and helping families apply for Free School Meals and Universal Credit. The school also continued to provide a vital signposting service, recommending several mental health and wellbeing services for individual students and families as needed.

**7: Personal Development and wellbeing opportunities:** All students were provided with weekly BRS Journey challenges, signposting enriching and engaging activities which could take place at home. These were designed to offer alternative activities, personal reflection and development and positive well-being activities through a sustained period of isolation. As students have returned to school, we have introduced a new daily focus where students spend 15 minutes each morning exploring their personal wellbeing.

**8: Bespoke Year 10 disadvantaged students' summer curriculum:** Further to all Year 10 students returning for key subjects, we were able to provide an additional programme of taught lessons for Year 10 disadvantaged students, offering vital support in all subjects and individual mentoring sessions.

**9: Return to school meetings:** Every disadvantaged student was given the opportunity for a return to school meeting before the summer. This was to intended to ease the return to school, familiarise themselves with the changed environment of school and maintain relationships with key staff.

**10: Key worker and vulnerable students:** Throughout both term time and the holidays, we provided a safe and stimulating environment for students in school. We actively reached out to vulnerable students and families and offered them safe places within school to access MS Teams and daily recreational activities. This provided vital structure for students during lockdown.

### **Judging the Impact and effect**

We have judged the impact of our disadvantaged work in 2020 through the following:

- Attendance records for the disadvantaged students return to school plan
- Engagement and relationships with school
- Student voice during and post lockdown 1

- Progression and destinations for Year 11