

3 Year Pupil Premium Strategy Plan - Year 2 (2021 - 2023)



Blessed Robert Sutton Catholic Voluntary Academy

Summary Information

PUPIL PREMIUM LEADERSHIP INFORMATION [2021 - 2022]

Pupil Premium Lead	Jake Heath	Governor Lead	
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CURRENT PUPIL INFORMATION [2020-2021]

Total number of pupils:	529	Total pupil premium budget:	£94,383 (including recovery premium)	Date of most recent PP Review	17/11/2020
Number of pupils eligible for pupil premium:	102	Amount of pupil premium received per child:	£955	Date for next internal review of this strategy	01/12/2021
Proportion of disadvantaged pupils:	19.30%	Amount of pupil premium received per LAC:	£2,345		

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	48	47.1%
Girls	54	52.9%
SEN Support	20	19.6%
EHC Plan	2	2.0%
EAL	15	14.7%
LAC	2	2.0%

Assessment data for previous 3 years

ATTAINMENT 2020-2021

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Attainment 8 score average	41.35 (20 students)	52.99 (100 students)	51.05	40.3	54.7	50.9
Percentage of Grade 5+ in English and Maths	55%	67%	65%	31.7%	59.2%	51.9%
Ebacc entry (%)	0%	19%	16%	27.0%	44.0%	38.7%

ATTAINMENT 2019-2020

Attainment 8 score average	45.96 (14 students)	54.91 (113 students)	53.93	40.2	53.7	50.2
Percentage of Grade 5+ in English and Maths	43%	58%	57%	30.4%	56.8%	49.9%
Ebacc entry (%)	14%	15%	15%	27.8%	44.0%	39.8%

	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%	24.7%	49.9%	43.2%
Ebacc entry (%)	17%	14%	14%	27.5%	44.5%	40.0%

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%	24.9%	50.1%	43.3%
Ebacc entry (%)	0%	21%	19%	26.4%	42.8%	38.4%

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%	24.5%	49.4%	42.6%
Ebacc entry (%)	16%	12%	13%	25.4%	43.0%	38.2%

ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	90.3% (pre lockdown figure)	94.6% (pre lockdown figure)	N/A
2018-19	91.4%	94.4%	94.5%
2017-18	89.7%	93.5%	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
External Barriers (such as poor attendance)	
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 and spelling 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
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<p>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>	<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"> • Period 6 and additional teaching • Small group teaching • Revision sessions • Departmental plans and strategies • Continuation of the walk thru programme <p>Prioritise English and Maths tuition for disadvantaged students. Provide enhanced "exam readiness" resources and events for disadvantaged students, with a particular focus on Year 10 and 11. Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions and other targeted interventions. Formalise interventions for disadvantaged students from Year Leaders and Curriculum Leaders at data drops/based on PASS survey data. MTIYT is used to create intervention plans for disadvantaged students, utilising Horsforth Quadrant, after data drops. Middle Leaders to create RAM plans. Redistribute devices (ensure all pupils have access to a laptop/tablet). Ensure high standards of work and personal expectations are maintained at all times, with a particular focus on transition periods (Yr6-7/9-10) Introduce 5-minute recall/memory/retention/retrieval starters in all lessons. Exam readiness skill groups to be delivered during Character lessons and returned to regularly for disadvantaged students. Ensure positive yet robust relationships are maintained with the hardest to reach students and parents, particularly in Year 11. Lead by the Year 11 Year Leader and current daily systems and checks.</p>	<p>This is reviewed on a weekly basis through the Quality Assurance Programme.</p> <p>Further reviews will take place at the start of every Term following on from Subject Progress Data being completed.</p>	<p>£21,000.00</p>	<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>
<p>Curriculum (Including the catch up curriculum)</p> <p>Curriculum</p> <p>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>	<p>Curriculum design constructed to ensure that all students, regardless of background and ability, have an inspiring and balanced curriculum that results in strong outcomes and excellent progression routes at key stage 4 and beyond. The curriculum intent and how it addresses social disadvantage to be shared with all stakeholders at all levels to ensure a collegiate approach.</p> <p>Ensure that all subject areas have an document that clearly maps out the sequencing of components across the key stages. Ensure that subjects SOWs which show that mapping of knowledge.</p> <p>Ensure disadvantaged students are involved in student voice processes linked to curriculum, in particular the new work trawl discussions.</p> <p>Ensure that potential cultural gaps that exist through social disadvantaged are identified and planned for within a lesson.</p> <p>Continue to refine the homework and the supporting documentation produced by each department as this is key to helping address barriers associated with homework. Homework to be set on Firefly.</p> <p>Ensure that the curriculum enrichment for each subject is clearly identified.</p> <p>Effective use of formal data drops to ensure strategic tracking and intervention of disadvantaged students at both curriculum and pastoral levels.</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>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>

TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)

Member of staff responsible: Jenny Langston / Laura Wilson / EMRA team

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>KS3 students to have access to My Lexia - power up</p> <p>Targeted literacy intervention - after school (also focus on NTP)</p> <p>Catch up numeracy and literacy in Form Time AM (CL For English and Maths free off TT to deliver additional intervention)</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 forKS4 pupils not on track to pass English or Maths GCSE.</p> <p>Investigate impact of of funding phonics tuition and implementing McGrawHill 'Corrective reading and numeracy' as discreet lessons for students entering significantly below 100 in KS2 SATs.</p>	<p>This is reviewed on a weekly basis through the Quality Assurance Programme.</p> <p>Further reviews will take place at the start of every Term following on from Reading and Spelling Age tests.</p>	<p>£20,000.00</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: Jake Heath / Laura Wilson

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
Attendance, behaviour and family relations All students feel school is completely inclusive and all barriers to inclusion, including attendance, attitudes towards school and family relationships are positive and effective Long term impact: Strong, positive relationship between home and school	<p>Pastoral Team to 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>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>Continue collegiate approach – Work together to identify potentially vulnerable students and those at risk of PA. (including reference to PASS survey), Enlist the support of DSL, Attendance officer, YL, Form Tutors and PSW'S to raise the profile of attendance and praise and reward good attendance. Staff to highlight to the Attendance Officer any students who may require a more intensive approach or next steps.</p> <p>Daily check of register to identify absence at the earliest opportunity. Instigate an immediate response if a student is absent in order to establish the reason for absence and work with parents to resolve or remove any barriers preventing the child from attending.</p> <p>Continue to improve Communication – Building positive relationships with Parents and Students. Ensure regular positive contact with both, and where possible, meet with parents person. Support and challenge parents if required. Provide parents and Y/P's with easy to understand information regards the importance of school attendance. Inspire and Motivate young people to attend and achieve.</p> <p>Every Child Matters – Every Day counts – Be available in school every day. Ensure the children know their person and their point of contact in school.</p>	Review of PASS survey data (Term 1 and Term 3)	£8,668.00	<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>
Staffing for PP leads	<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"> • Tracking and monitoring all Pupil Premium pupils, identifying those students who need support. * EAL tutor for PP students • 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 • Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support. <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 resources to aid the revision of PP students.</p> <p><u>Our Attendance Officer works in a full-time capacity to support pupils and parents in attending school. She monitors, tracks and provides intervention for</u></p>	Weekly review of tracking data	£27,000.00	Improved attendance and engagement
	<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"> • The enhancement of the Wellbeing Hub • Continuation of 1:1 mentoring for all • Cultural opportunities • Homework packs • Homework support clubs (Prep club) • Breakfast • Inclusive trips including Mt Cook and theatre trips e.g. Blood Brothers • Transition • IAG and aspirations 	Weekly review of attendance data /regular line management meeting with Careers Advisor	£15,000.00	
Ensuring all disadvantaged students are given equal opportunity and experiences within school and all gaps are closed. Long term impact - equality and opportunity	<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 and the Staffordshire Covid Relief Fund</p>	<p>Attendance to well-being programme</p> <p>Take up of hardship fund</p>	£715	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.
TARGETED SUPPORT (Character and Cultural Development)				
Member of staff responsible: Jake Heath / Laura Taberner				
Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure

Character and cultural development 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. Long term impact: Cultural capacity	Integrate the "BRS Journey" into all aspects of pastoral care and curriculum to allow disadvantaged students to direct their personal development. Disadvantaged students supported and monitored to engage with extracurricular activities through the KS3 YL programmes, tracked through report records. Ensure all disadvantaged pupils access cultural opportunities, focussing on experiences, trips and visits, reflecting John 10:10. Develop cultural capital within subjects, signposting variety of cultural opportunities and diverse identities and cultures. Disadvantaged students develop passions and interests that they can pursue beyond school.	Attendance to extra-curricular opportunities	£10,000.00	Disadvantaged students can articulate their journey within school and understand their direction of travel. Disadvantaged students develop passions and interests which they can pursue beyond school. Cultural gaps are closed leading to a wider cultural capital for all students.
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TARGETED SUPPORT (Career and transition points)

Member of staff responsible: Elliot Davies-Tagg

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
Career and transition points 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. Long term impact: Ambitious careers	Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place. 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. 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. Students will be given access to Apprenticeship and careers fairs throughout the year. They will be escorted to these by the Careers Advisor. Disadvantaged KS4 students will have access to Open Days throughout the year, and will be escorted by members of staff to encourage attendance. including 1:1 meetings and the Career Ready programme.	% completion of IAG meetings	£2,000	No students are NEET after Year 11 Disadvantaged students have high aspirations and suitable action plans to achieve these (Career plans and data)

£83,383.00

£94,383