

Notre Dame Pupil Premium Strategy 2020-2021

Summary information					
School	Notre Dame High School				
Academic Year	2020/2021	Total PP budget	£149,963.00	Date of most recent PP Review	Oct 2020
Total number of pupils	1057 (Y7-Y11)	Number of pupils eligible for PP (Correct as of 28/09/2020)	155	Date for next internal review of this strategy	Oct 2021

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	22	34	29	25	45
Percentage	10.3%	16.1%	13.6%	11.7%	21.4%

3 Year Strategy Aims for Disadvantaged Pupils		
Aim	Target for PP	Target Date
Progress 8 score average	0.5	August 2023
Attainment 8 score average	5.00	August 2023
% achieving 9-4 in E/M	80%	August 2023
% achieving 9-5 in E/M	50%	August 2023
Ebacc entry	70%	August 2023

Barriers to future attainment (for pupils eligible for PP)
For some students eligible for PP, literacy and numeracy skills are lower than age related expectations, which prevents them from making good progress in a range of subjects across KS3 and KS4.
Some PP students were adversely affected by the impact of school closures in light of the Covid-19 pandemic; they had limited access to/engagement with remote learning and will have significant gaps in their knowledge and skills.

Some of our PP students have limited access to opportunities, resources and enrichment that would promote wider learning beyond the classroom

A number of HPA PP students are not meeting the stretch required to attain grades 7-9 at KS4 – this can be attributed to a lack of motivation, organisation and resources.

Attendance rates for some pupils eligible for PP are below the target for all children (96%) and this reduces school hours and causes them to fall behind on average.

Planned Expenditure for Academic Year 2020-2021

Teaching priorities for current academic year

Action	Intended outcome	What is the evidence and rationale for this choice?	Staff lead	When and how will you review and monitor implementation?
<p>Teachers to utilise research/evidence informed strategies in the classroom which work best for disadvantaged students (e.g. metacognition, memory and literacy). These will be written into an individual class teacher action plan, in order to mitigate the impact of covid-19 school closures on their disadvantaged learners.</p>	<p>Teachers become more evidence informed in applying effective teaching strategies in their classrooms in order to maximise student progress in light of the impact of school closures. Students will have more explicit instruction in either literacy, metacognition or memory retention which should boost their skills, progress and, in turn, their attainment.</p>	<p>The EEF toolkit suggests that these strategies will enable disadvantaged students to make up to 8 months additional progress when employed successfully in the classroom. Classroom presence/observations, book looks and assessment data also suggest that many of our disadvantaged students are in need of developing these skills.</p>	<p>KFR and all Teaching Staff Line Managers</p>	<p>Reviewed through staff questionnaires bi-annually and through Performance Development meetings (1 annually, with 2 follow up interim reviews). Classroom presence and observations should demonstrate that strategies are being put into practice. A final review of the strategy will take place in the summer term, when planning for next year's CPD cycle.</p>

<p>Use of GL assessments to support diagnosis of disadvantage students individual learning needs, in order to better equip classroom teachers (and support staff) with the tools to support their learners.</p>	<p>Diagnostic testing of disadvantaged pupils will enable us to ascertain any specific academic or pastoral barriers that individuals may face, so that bespoke strategies and interventions can be provided to support learners. Class room teachers feel more confident in supporting their disadvantaged learners through practical strategies recommended in students' profiles.</p>	<p>The EEF suggest that investment in diagnostic testing will enable schools to be more evidence informed in supporting the bespoke needs of individuals, rather than a generic approach to interventions. A pilot was run with Year 7 cohort in 2019-2020; following a review of this in summer 2020, we have decided to roll this out to all KS3 over the next two years.</p>	<p>KFR</p>	<p>July 2021 – Review through staff surveys and student voice.</p>
<p>Fund the post of a full time English Teacher with responsibility for intervention</p>	<p>Maintain teaching capacity in GCSE English so that 9 classes in Y11 and 10 classes in Y10 are formed instead of 8. This will allow teachers to work with slightly smaller classes and will allow a more even distribution of pupil premium students across mixed ability groups. It will also allow for a smaller 'nurture' group to offer the most vulnerable, low prior attainers to work on a more personalised curriculum. The additional teacher will also be responsible for leading on English interventions; advising progress tuition team and organising revision sessions.</p>	<p>This is a practice adopted at Notre Dame over the last 7 years and during this time, the GCSE English rapidly increased in the first two years. GCSE English results have held steady on a 3 year trend of 93%+ achieving English standard.</p>	<p>KFR/SOR</p>	<p>Review through analysis of progress termly progress data; eQa processes and in discussion with HOD at the end of the academic year.</p>

Fund the post of a full time Maths Teacher	Maintain teaching capacity in GCSE Maths so that 9 classes in Y11 and 10 classes in Y10 are formed instead of 8. This will allow teachers to work with slightly smaller classes and will allow a more even distribution of pupil premium students across mixed ability groups. It will also allow for a smaller 'nurture' group to offer the most vulnerable, low prior attainers to work on a more personalised curriculum.	This is a practice adopted at Notre Dame over the last 7 years and during this time, the GCSE Maths results have held steady on a 3 year trend of 82%+ achieving Maths standard.	KFR/BGA	Review through analysis of progress termly progress data; eQa processes and in discussion with HOD at the end of the academic year.
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Total budgeted cost £100,000 (subsidised by whole school budget)

Targeted academic support for current academic year

Action	Intended outcome	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
To boost the staffing capacity of our in-house tuition team who provide small group and 1:1 English and Maths tuition for any disadvantaged student who is underachieving, regardless of prior attainment.	PP students' progress data is closely monitored and students who are identified as underachieving will receive fortnightly/weekly tuition either in small groups or 1:1 with a designated English/Maths tutor to work on skills and knowledge bespoke to the individuals needs in order to boost progress and attainment.	This is a practice that has been running at Notre Dame for the last 8 years and GCSE English and Maths results for disadvantaged students demonstrate that the gap is steadily closing year on year. Pre and post assessment data for students receiving tuition suggest that most students make rapid progress and the EEF toolkit informs us that small group tuition can have the impact of up to 5 months additional progress.	KFR	Reviewed by Progress Tutors in conjunction with teaching staff on a 6 week basis. KFR to review annually.

<p>To deliver a bespoke reading strategy programme created by our Literacy Lead, for disadvantaged Y7 and Y8 students whose reading age is below 10 years.</p>	<p>Students who have been identified as having a reading age below 10 will have weekly reading intervention following a bespoke programme in order to develop their reading proficiency. NGRT tests administered after the intervention will show a significant improvement in their reading age.</p>	<p>NGRT profiles identify specific reading skill deficiencies in a group of disadvantaged students. Our Literacy Research Lead has identified evidence-informed strategies that can be taught to pupils to bridge their reading gaps. Following research into existing programmes, which can be costly and have not been rigorously evaluated, our Literacy Research Lead has utilised existing current evidence (e.g. Alex Quigley's recommendations) and has built a bespoke programme to support more fluid reading, that can be delivered by our in-house team. Our progress tutors and LSAs have undergone training and are following a bespoke programme which is delivered weekly.</p>	<p>KFR/SDY</p>	<p>This is a pilot project that will be reviewed and evaluated at the end of the academic year. NGRT tests will be used pre- and post the intervention to help to evaluate its effectiveness.</p>
<p>Fund a TLR for a Maths teacher who is responsible for analysing Maths data to identify interventions students and coordinate interventions with progress tutors.</p>	<p><i>(for parity with English)</i> The Maths teacher will oversee Maths interventions and advise Maths tutors in resourcing and delivering sessions. This will ensure that Maths tuition aligns with the curriculum and that students individual numeracy needs are met by the tutor.</p>	<p>Tuition is a recommended EEF and Gov. strategy, but in order to work successfully it needs to be well led and organised. A designated Maths lead will enable this.</p>	<p>KFR/BGA</p>	<p>KFR to review annually to determine further need for this post.</p>
Total budgeted cost				<p>£90,000</p>
Wider strategies for current academic year				
Action	Intended outcome	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
<p>To liaise with school attendance officer to ensure adequate systems are in place to track attendance</p>	<p>Attendance will increase for disadvantaged students – including using external agencies to support students' reintegration.</p>	<p>PP student attendance will be monitored by Attendance Manager and Pastoral team; attendance figures will be reported and those at risk of falling below target will be informed; parents will be engaged and support will be put</p>	<p>KFR/JMU</p>	<p>KFR to review of termly attendance data.</p>

and support families in improving student attendance.		in place to improve attendance – including reintegration processes and engagement of external agencies.		
Provision of GCSE revision guides and supporting texts for subjects	All disadvantaged students have access to resources to aid their revision and preparation for GCSE exams – leading to better attainment in their terminal examinations.	To ensure that disadvantaged students have everything they need to aid with their learning and revision in the all subjects.	KFR – with HODs	Review with HODs at the end of the academic year. Student survey to ascertain use and purpose.
To fund contributions for subject specific equipment such as technology and art supplies.	To enable disadvantage students to fully participate in practical elements of technology and art courses, which would usually be funded by parental contributions.	To ensure that disadvantaged students are not excluded from any element of the curriculum.	KFR/JBU	Review with HODs at the end of the academic year. Student survey to ascertain use and purpose.
To fund peripatetic music lessons for disadvantaged students	To enable disadvantage students to fully participate in practical music lessons, which would usually be funded by parental contributions.	To ensure that disadvantaged students are not excluded from any element of the curriculum (including extra-curricular).	KFR/KSE	Review with KSE at the end of the academic year.
Total budgeted cost				£8,000

Review of Previous Academic Year – 2019/2020

Previous Academic Year Attainment and Progress 2019-2020

Year 11 CAGs 2019-20	Pupils eligible for PP (31 Pupils)	Pupils not eligible for PP
% achieving 9-4 in E/M	74.2%	93.4%
% achieving 9-5 in E/M	35.5%	74.3%
Progress 8 score average	0.12	0.89
Attainment 8 score average	4.74	6.16
Ebacc entry	51.6%	82.6%

Review of Expenditure for Academic Year 2019-2020

Teaching priorities for current academic year

Action	Intended outcome	Review and monitoring	Staff lead
<p>To prioritise professional development of teaching staff through CPD framework which focuses on research/evidence informed strategies which work best for disadvantaged students – e.g. metacognition, memory and literacy.</p>	<p>Teachers become more evidence informed in applying effective teaching strategies in their classrooms. Students will have more explicit instruction in either literacy, metacognition or memory retention which should boost their skills, progress and, in turn, their attainment.</p>	<p>Staff worked in either ‘Teaching and Learning’ or ‘Disciplined Inquiry’ groups to review evidence research packs and identify strategies to trial in their classrooms. Action plans were written and those using the DI approach to CPD created inquiry questions, ran post-tests with their groups and planned their approach to implementation. Many staff began trialling strategies in their classes and received peer challenge following observations. However, due to the school closures of 2020, many staff did not see their action plans through and did not get a chance to evaluate this work.</p> <p>To ensure that the good work is not lost, the pedagogical foci will remain in place for academic year 2020/2021 and staff will utilise the DI approach to forming action plans for responsive teaching to mitigate the impact of any lost learning. This will be reviewed as part of the Performance Development process as well as through Quality Assurance procedures.</p>	<p>KFR/ RHI</p>
<p>Fund the post of a full time English Teacher</p>	<p>Increase teaching capacity in GCSE English so that 9 classes are formed instead of 8. This will allow teachers to work with slightly smaller classes and will allow a more even distribution of pupil premium students across mixed ability groups. It will also allow for a smaller ‘nurture’ group to offer the most vulnerable, low prior attainers to work on a more personalised curriculum.</p>	<p>In light of the covid-19 pandemic, GCSE examinations were cancelled and centre assessed grades were awarded. This has meant that meaningful evaluation of results has not been possible.</p> <p>Anecdotally, Autumn Term data suggested that 71% PP students were on track to achieve 4+ in English and 35.5% 5+; final outcomes were slightly higher with 80.6% achieving 4+ and 61.3% achieving 5+.</p>	<p>KFR /SOR</p>

Fund the post of a full time Maths Teacher	Increase teaching capacity in GCSE Maths so that 9 classes are formed instead of 8. This will allow teachers to work with slightly smaller classes and will allow a more even distribution of pupil premium students across mixed ability groups. It will also allow for a smaller 'nurture' group to offer the most vulnerable, low prior attainers to work on a more personalised curriculum.	In light of the covid-19 pandemic, GCSE examinations were cancelled and centre assessed grades were awarded. This has meant that meaningful evaluation of results has not been possible.	KFR /BGA
Total cost			£100,740.71
Targeted academic support for current academic year			
Action	Intended outcome	Review and monitoring	Staff lead
Underachieving PP students receive small group/1:1 tuition in English and Maths.	PP students' progress data is closely monitored and students who are identified as underachieving will receive fortnightly/weekly tuition either in small groups or 1:1 with a designated English/Maths tutor to work on skills and knowledge bespoke to the individuals needs in order to boost progress and attainment	Progress data demonstrated incremental gains for the majority of students who received progress tuition. One issue identified was that there was not much capacity within GCSE Maths and that attendance to Sixth Form Mentoring sessions was seeing a tail off – a need to boost capacity at KS4 has been considered. A Pupil Premium review conducted by Notre Dame Sheffield reviewed our Progress Tuition practices. They were impressed with the Maths model but felt that the English model was preparing students for internal tests and not developing broader skills. The model for English intervention has undergone a re-write by the English intervention lead and the Research Literacy Lead for implementation in 2020-2021. Following school closures it was felt that we would need to have greater capacity to offer more students tuition to bridge any learning gaps as a result. We have appointed a new full time Maths tutor who will work with KS4 and an additional part-time English tutor who will work across KS3/KS4	KFR

Provision of GCSE revision guides and supporting texts for Core subjects	All PP students have access to resources to aid their revision and preparation for Core GCSE exams – leading to better attainment in their terminal examinations.	Following school closures, there was an increase in requests for resources for students to enable them to study/revise independently. These requests were made by staff, students and parents alike. A review of resource provision has resulted in using the PP budget to resource revision guides/texts/books for any GCSE subject and not just the core in future, especially if a second wave results in further school closures.	KFR
Use of GL assessments to support in diagnosing individual learner needs of pupil premium students, in order to better equip staff with the tools to support learners.	Diagnostic testing of disadvantaged pupils will enable us to ascertain any specific academic or pastoral barriers that individuals may face, so that bespoke strategies and interventions can be provided to support learners. Staff feel more confident in supporting their disadvantaged learners.	A pilot of GL Assessments began with Year 7 in 2019/2020 but English tests were the only tests we managed to administer before the school closed as a result of the pandemic. Funding was rolled over into Autumn 2020 so that Year 7 and Year 8 could be tested. This has given us valuable data for Y8 cohort who did not sit sufficient assessments to give us meaningful progress data and has allowed us to prioritise students for intervention. Additionally, it will give us some baseline data for our new Year 7 cohort who were unable to sit KS2 tests. This will help us to provide interventions to those who require it and will enable us to monitor progress.	KFR
Total cost			£75,808.51
Wider strategies for current academic year			
Action	Intended outcome	Review and monitoring	Staff lead
To fund contributions for subject specific equipment such as technology and art supplies.	To enable disadvantage students to fully participate in practical elements of technology and art courses, which would usually be funded by parental contributions.	This ensured that disadvantaged students were not excluded from any element of the curriculum. 18 disadvantaged GCSE Drama students benefitted from funded theatre visits which formed part of the GCSE assessment grade; KS3/KS4 students had technology projects funded and art supplies were purchased for 2 GCSE Art students. The pandemic and subsequent school closures also increased the need for learning resources and equipment such as maths calculators; sketch books and reading books.	KFR/ JBU
To fund peripatetic music lessons for disadvantaged students	To enable disadvantage students to fully participate in practical music lessons, which would usually be funded by parental contributions.	Projected spending did not match total expenditure due to the cancellation of peripatetic lessons as a result of school closures.	KFR/ SCU
Total cost			£5,478.70