

Pupil Premium 2020-21

The work of our school is defined and shaped by our church school status. Our approach to education builds from our foundation Scripture.

"That person is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither – whatever they do prospers." Psalms 1:3

A promise to deliver prosperity for all presents teachers and teaching assistants with an onerous responsibility, and one made even more challenging as we seek to prioritise the flourishing and success of those young people who are most vulnerable and disadvantaged, pupils who may well 'wither' in another educational setting. We seek to place hope, security and success at the centre of their lives.

We welcome the Pupil Premium as an opportunity to help to address educational inequality, aid social mobility and contribute to better educational outcomes.

The Pupil Premium has been made available since 2011 and we have learned valuable lessons during this time –

- Closing the attainment gap presents us with one of our most stubborn challenges.
- Simply allocating money to something does not necessarily produce the intended outcome, although it often helps.
- A preoccupation with the Pupil Premium can backfire and divert attention from other successful aspects of our work.
- There are no quick fixes.
- What is successful in one school is not a guarantee of success in ours.
- The rate of underperformance can be slowed in Year 11 but not stopped. Work needs to be targeted at all years.
- The causes of the attainment gap are complex and entrenched and many fall beyond the remit of St Christopher's. However, our school has played a significant and sometimes decisive role in improving the outcomes for children.
- Those eligible for the Pupil Premium are not a homogeneous group and should not be treated as such. The academic performance of one cohort is not a guide to other year groups.
- Good teaching is the most effective way of improving outcomes for disadvantaged pupils.
- Using the Pupil Premium to improve the quality of teaching benefits all pupils but particularly those who are disadvantaged.
- The most successful use of the Pupil Premium comes when initiatives are integral to whole-school improvement.
- All teachers will teach students eligible for the Pupil Premium.

These lessons have helped us to evaluate our use of the Pupil Premium and guided us towards a tiered approach involving

- i) Teaching**
- ii) Targeted Academic Support**
- iii) Wider Strategies**

The school improvement plan for 2019-20 makes explicit reference to the attainment and progress of the disadvantaged as well as promoting other complementary areas such as attendance and involvement in extra-curricular activities, trips and visits.

| Approach | Aims |
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| <i>Teaching</i> | To improve the overall quality of teaching with a particular emphasis on developing teachers understanding of metacognition, and promoting improvements in pupils' oracy and articulation, reading and vocabulary. |
| <i>Targeted academic support</i> | To refine the targeting of small group intervention and support the re-introduction of a sixth form mentoring programme for main school pupils. |
| <i>Wider strategies</i> | To improve rates of attendance and reduce incidents of school exclusion. Promote involvement in a range of extra-curricular and enrichment activities, including trips and visits. |

Teachers and teaching assistants are reminded of the basics.

PP Classroom Charter

ALL teachers are teachers of pupils in receipt of the Pupil Premium and so ALL teachers need to promote good behaviour for learning throughout school and in the classroom.

Educational disadvantage is most effectively addressed through great teaching and learning. The benefits of this will be clear to all pupils but the greatest impact will be on the disadvantaged.

- Know your pupils as individuals – names, personalities, interests and friends. Almost all classes will have a small number of PP pupils: get to know them.
- Plan and organise the classroom and lesson to keep pupils interested and minimise the opportunities for disruption: seating plans, pace of lessons, being enthusiastic and using humour.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them: a wasp in the classroom, for example.
- Continually observe or “scan” behaviour in the class and in assemblies.
- Be aware of, and control, your own behaviour, stance and tone of voice.
- Model the standards of courtesy that you expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for the classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- The feedback given to PP pupils needs to be precise and clear with misconceptions rectified at an early stage. This means applying the knowledge of your own strengths and methods of working so that their books are seen at this point in your workload. For example, some colleagues might find it better to mark this work first.
- Keep a watchful eye on the inclusion of disadvantaged pupils in leading groups, answering questions and contributing to discussion.
- Remember to check the involvement of disadvantaged pupils in extra-curricular activities.
- Make use of the reward system and apply it consistently.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm.

- Make sparing and consistent use of punishments. This includes avoiding whole group punishment which pupils see as unfair.
- Analyse your own classroom management performance and learn from it: be reflective.
- Look out for more obvious signs of disadvantage – the purchasing of a text book or inclusion on a trip for example.

Evaluation and Strategy

| 1.Summary information | | | | | |
|---------------------------------|---------|----------------------------------|-------------|-------------------------------|---------------|
| St Christopher's CE High School | | | | | |
| Academic Year | 2020/21 | Total PP budget | £108,750.00 | Date of most recent PP Review | April 2013 |
| Total number of pupils | 1037 | Number of pupils eligible for PP | 121 | Date for next external review | November 2020 |

| 2.Current attainment | | |
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| Figures for school from the year 2019/20 only | Pupils eligible for PP | All other pupils (national average) |
| Progress 8 score average | +0.25 (2020) | +0.13 (2018 and 2019) |
| Attainment 8 score average | 41.43 | 50.3 (national PP: 36.7) |

| 3.Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers | |
| A | Higher ability pupils who are eligible for PP making less progress than school averages across KS3. This prevents sustained high achievement through KS4. |
| B | Low aspirations for a small group of disadvantaged pupils prevents sustained achievement through both Key Stages. Lack of engagement with extra-curricular from some PP students. |
| C | First-wave Teaching and Learning strategies aren't doing enough to close the gap. |
| External barriers | |
| D | Gaps in knowledge due to access issues or disengagement with online work. |

| 4.Outcomes | | |
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| | Desired outcomes and how they will be measured | Success criteria |
| A | High levels of accelerated progress for high ability pupils in this cohort at KS3 and sustained progress for KS4 disadvantaged pupils. | Pupils with high prior attainment eligible for PP to make accelerated progress in KS3 and to make sufficient progress in KS4 to achieve parity with peers. |
| B | Pupils eligible for the PP grant will represent less than their statistical relevance in the school in terms of exclusions. | Exclusions amongst the group should only happen once agreed by Assistant Head with responsibility for PP. Alternative, effective ways of dealing with certain situations need to be found. |
| C | Teaching and Learning will be "outstanding" through stretch and challenge, progress over time and practical dialogue between pupils and staff. Evidence informed practice to be at the heart of all we do over the coming years. Performance management targets to be longer than twelve months, possibly up to three years. | Disadvantaged pupils will make rapid progress in lessons to, at least, maintain parity with their peers. Teachers will develop professionally and teaching will improve through specific research projects completed as individuals with possible department focus. |
| D | Increase online curriculum access for disadvantaged pupils, identify gaps in learning, and make progress to fill these gaps. | Reduce the number of pupils not accessing online material. Identify gaps in learning and put in place plans to accelerate progress. |

| 5.Planned expenditure | | | | | |
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| Academic Year | | 2020-21 | | | |
| Quality of teaching for all | | | | | |
| Desired Outcome | Chosen action/approach | What is the evidence/rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will implementation be reviewed? |
| A. Improved progress across KS3 and KS4 for disadvantaged pupils. | Strengthen Teaching and Learning strategies of last few years, specifically on closing the vocabulary gap, meta-cognition and oracy. Use of evidence informed practice to set performance management targets to develop teachers' classroom practice. Build relationships with pupils to engage and raise aspirations. | This is to move beyond the homogenous group label and identify individual barriers to learning. Action research by the EEF and research from books such as "Closing the Vocabulary Gap" by Alex Quigley have demonstrated that pupils matching our demographic often underachieve through lack of engagement and vocabulary rather than ability. We want to remove this barrier over time. | Use of "Bluesky" to monitor training. Use of CPD to identify a focus for individual teachers in order to develop their own teaching. The outcomes of this will be over a two year period for performance management with a long-term focus on changing outcomes for children. Observation of lessons with specific focus on targeting HAPs. Use of PP Passports on strategies in Synergy to be promoted. | ROY, Personal Development Mentor, Heads of Departments. | Ongoing: specifically data collection at three key points in the year. At specific points in the year when lesson observations take place and CPD sessions are held. |
| A. Improved progress across KS3 and KS4 for disadvantaged pupils. | Department-specific intervention at KS3 and KS4, including National Tutoring Group. | For those pupils who do not engage or do not make the required progress, specific intervention may be offered. Our own impact analysis shows that certain individuals need different approaches. | Any pupil falling behind in terms of progress will be highlighted at each data collect and class teacher (alongside HoD) will implement appropriate strategy. | ROY, SCR, NMN, EGD, | Within weeks of each data collect for the year group. |
| B. Reduce the number of exclusions of pupils eligible for PP grant | Exclusions amongst the group must be agreed by ROY: specific outcomes for PP at the heart of decisions. | Too many exclusions are for the same pupils as repeat offenders. Alternative, effective ways of dealing with certain situations need to be found without undermining the current behaviour policy of the school. | All exclusions concerning pupils eligible for PP grant must be signed off by ROY before going to RJS. | ROY, HoY, SMT | Ongoing. |
| Total budgeted cost | | | | | £35,000 |

| Targeted support | | | | | |
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| Desired Outcome | Chosen action/approach | What is the evidence/rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will implementation be reviewed? |
| A. Improved progress across KS3 and KS4 for disadvantaged pupils. | PP Passports to identify underachievers and implement strategies for staff and pupils. Department intervention and NTG intervention. | These have proved to be hugely beneficial for parents and pupils alike. They are useful when trying to raise aspiration and help with organisation and behaviour for learning. | This will be part of a wider package to engage parents in the school and its processes alongside specific intervention work. | ROY, RML, SMT | Termly |
| A. Improved progress across KS3 and KS4 for disadvantaged pupils. | Accelerated Reader for KS3 rolled out to all year 7 pupils, including baseline testing. | The evidence from other schools is that this makes a real difference to progress in terms of reading age and, consequently, ability to access questions and build resilience. | This licence has been extended to include all of our year 7 pupils with many of our KS3 pupils making rapid progress in reading ages, particularly boys. | Shelley Holman, SCR, ROY | July 2021 |
| Total budgeted cost | | | | | £15,000 |
| Other approaches | | | | | |
| Desired Outcome | Chosen action/approach | What is the evidence/rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will implementation be reviewed? |
| A. Improved progress across KS3 and KS4 for disadvantaged pupils. | 1-2-1 in Maths and English; maths activity pack; maths booster classes; English booster classes; resources – text books, etc. Science Café alongside Period 6. | These all demonstrate key interventions with various groups of pupils, including disadvantaged. The idea is to support departments through this transition of KS3 and KS4 curriculum change. | Funding must be applied for in the new “bid” system with teachers being held to account for impact. | ROY, NMN, RCE, WYG | Termly |
| Total budgeted cost | | | | | £15,000 |
| B. Reduce the number of exclusions of pupils eligible for PP grant | PP Passports; mentors; rarely exclude approach; increase in extra-curricular through WLD’s NPQ project. Registers of attendance to clubs. | Incentivising engagement with school is an appropriate way to improve attendance and commitment to success in the school years. This “buying into” school and its principles has proved to be an important factor in progress from our own internal | Funding is secured each year via the bid process and attendance is monitored. | ROY, RML, NBK, WLD, EGD (Synergy) | Ongoing |

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| | | analysis of previous patterns of behaviour – especially from boys. | | | |
| D. Increase online curriculum access for disadvantaged pupils, identify gaps in learning, and make progress to fill these gaps. | Additional laptops secured with more applied for. IT department now cataloguing with barcodes and agreement policies to see who needs access and where laptops are. | The EEF's "Improving Behaviour in Schools" report recommends supporting and encouraging good behaviour through the knowledge and understanding of our pupils and what influences them. Making the most of their time at school is a key message that we need to communicate to our disadvantaged pupils in order to promote good behaviour for learning. We need to address home learning concerns. | Register of devices; additional ones applied for which will take the total to 21 from the 7 we have and the 4 we were originally granted. | ROY, IT Support, RCE | Ongoing |
| Total budgeted cost | | | | | £10,000 |