



3 Year Pupil Premium Strategy Plan - Saint Benedict CVA

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION 2020-2021					
Pupil Premium Lead	Mrs Claire Groom		Governor Lead	Mrs Karen Daniels	
CURRENT PUPIL INFORMATION 2020-2021					
Total number of pupils:	1355	Total pupil premium budget:	£358,450	Date of most recent PP Review	March 2019
Number of pupils eligible for pupil premium:	PP = 420 Services child = 1 Prev-LAC = 1	Amount of pupil premium received per child:	PP = £848.90 Services child = £1265 Prev-LAC = £2345	Date for next internal review of this strategy	March 2021
Proportion of disadvantaged pupils:	31.5%				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys (638)	192	30
Girls (717)	228	31.7
SENK	208	15.3
SENK Boys	130	9.5
EHCP	27	1.9
EHCP Boys	17	1.2
EAL	334	24.6
EAL Boys	166	12.25

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	+0.10	+0.31	+0.25	-0.45	0.13	-0.03
Attainment 8 score average	39	50	47	36.7	50.3	46.7
Percentage of Grade 5+ in English and maths	26	40	36%	24.7%	49.9%	43.2%
Ebacc entry (%)	8%	17%	14%	27.5%	44.5%	40.0%
ATTAINMENT 2017-18						
Progress 8 score average	-0.01	+0.38	+0.26	-0.44	0.13	-0.02
Attainment 8 score average	41	51	48	36.7	50.1	46.5
Percentage of Grade 5+ in English and maths	24%	43%	37%	24.9%	50.1%	43.3%
Ebacc entry (%)	8%	9%	7%	26.4%	42.8%	38.4%
ATTAINMENT 2016-17						
Progress 8 score average	-0.27	-0.01	-0.09	-0.40	0.11	-0.03
Attainment 8 score average	38	47	44	37.0	49.8	46.3
Percentage of Grade 5+ in English and maths	16%	41%	33%	24.5%	49.4%	42.6%
Ebacc entry (%)				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	93.3%	95.1%	N/A
2018-19	93.9%	95.5%	94.5%
2017-18	92.7%	94.8%	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)

A	Special Educational Needs (SEN)
B	Poor reading skills
C	Higher than average incidents of poor behaviour

External Barriers (such as poor attendance)

D	Lower than average attendance
E	Poor learning environment

Desired Outcomes

	Outcome	Success Criteria
A	PP eligible pupils with SEN are making progress which is broadly in line with PP eligible pupils without SEN	All PP eligible pupils are making progress which is broadly in line with national figures
B	The reading gap of PP eligible pupils is closing	PP eligible pupils have a reading age which is broadly in line with their chronological age
C	Improved attendance for PP eligible pupils	Pupils who are eligible for PP have average attendance of 96.5%
D	To ensure PP eligible pupils makes progress which is broadly in-line with non-PP eligible pupils at Saint Benedict and nationally	PP eligible pupils' progress is broadly in-line with academy and national for non-PP eligible pupils
E		

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: Mr Fenn Griffin, Mrs King, Mrs Groom

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Improved quality of teaching and learning for all pupils	<ul style="list-style-type: none"> • New knowledge-based curriculum based on cognitive science • Quality assurance procedures • CPD for all classroom-based staff 	<ul style="list-style-type: none"> • Launch in September 2020 • Review as per QA/CPD calendar 		<ul style="list-style-type: none"> • Learning walks provide evidence of improved engagement • Data shows improved pupil progress
2. Consistent engagement with home learning resources to accelerate progress and improve outcomes	<ul style="list-style-type: none"> • Development of online learning platform • CPD on preparing and setting online learning • Improved monitoring of engagement with online learning 	<ul style="list-style-type: none"> • Development of plans in September 2020 • CPD and launch during Advent term • Review during Lent term • Develop and provide further CPD 		<ul style="list-style-type: none"> • QA of online learning provision · Data on pupil engagement • Learning walks provide evidence of links between home and classroom learning • Data shows improved pupil outcomes

3.Improve access to online platforms and learning opportunities through the provision of electronic devices	<ul style="list-style-type: none"> Secure funding to provide PP eligible pupils with electronic devices Identify those most in need 	<ul style="list-style-type: none"> September 2022 		<ul style="list-style-type: none"> Our most vulnerable PP eligible pupils will have sole use of an electronic device to enable online and home learning to take place
Costing:			£82,443.50	

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

Member of staff responsible: Mrs Groom

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. PP eligible pupils with SEND make the same progress to those who are not PP eligible or SEN	Golden thread running through Academy Action Plan to ensure that all strategic planning prioritises the impact on PP+SEN pupils	Weekly SLT review Termly HT report Outcome achieved by summer 2022		PP eligible pupils with SEN are making broadly the same progress to all their peers and national
2. The literacy gap experienced by PP+SEN pupils is resolved in Y7	Extensive reading/literacy intervention programme in school, linked to home-learning platform	Sept 2020 baseline test Feb 2021 re-test May 2021 re-test Repeated annually	£6,900 – Lexia	All pupils have reached at least their chronological reading age by the end of Y7

3. Academic mentoring for pupils in Y10 and Y11	Weekly intervention with trained mentors to develop independence and resilience, and close any gaps from lockdown	Targeted support throughout the year Half termly reviews of engagement and impact		Pupil develop independence and resilience as they approach national exams, make better progress and achieve outcomes in-line with their non-PP peers
Costing:			£179,225.00	

WIDER STRATEGIES (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)

Member of staff responsible: Mrs Boyce, Mrs Groom

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
<ul style="list-style-type: none"> ▪ A tailored approach to AP to prevent repeat fixed-term or permanent exclusion of PP pupils 	<ul style="list-style-type: none"> ● Timetable of subject teachers in AP to ensure continued progress ● SENCO or key worker to attend review meetings for PP pupils in AP who also have SEN ● Art therapy sessions ● Use of Ed-lounge ● Family liaison ● Small group mentoring 	<p>Targeted support provided on a fortnightly timetable</p> <p>Review provision at the end of each term and set changes based on findings</p>		<p>A significant reduction in the numbers of PP eligible pupils who are given repeat fixed-term exclusions</p> <p>A significant reduction in the numbers of PP eligible pupils who are at risk of permanent exclusion or who have been permanently excluded</p>

<ul style="list-style-type: none"> ▪ A reduction in incidents of poor or inappropriate behaviour by pupils who are eligible for PP 	<ul style="list-style-type: none"> • Head of Year to develop bespoke pathways for PP pupils who exhibit repeated poor or inappropriate behaviour • SENCO to collaborate with HoY where PP pupils also have SEN to ensure that poor behaviour is not linked to needs not being met • Ed-psych sessions to develop social skills and enable pupils to manage their behaviour more effectively • Nurture provision for PP pupils with SEN which may exhibit as poor behaviour 	<p>Daily and weekly analysis of the C2/3 behaviour report to identify trends</p> <p>Form time discussion relating to behaviour incidents</p> <p>Meeting with pupil and parent/guardian when appropriate</p> <p>Termly review of behaviour logs by DHT (behaviour) and AHT (PP)</p> <p>Half-termly review of Nurture provision by SENCO</p>		<p>A significant reduction in the numbers of PP eligible pupils who are exhibiting poor behaviour</p>
<ul style="list-style-type: none"> ▪ Improved attendance for pupils who are eligible for PP 	<ul style="list-style-type: none"> • Attendance officer to monitor PP eligible pupils as a priority, specifically those with SEN • Tutor-time discussions around attendance monitoring to overcome barriers • HoY to develop bespoke pathways for PP pupils with poor attendance, in liaison with SENCO where SEN is also present • Rewards for high / improved / improving attendance 	<p>Weekly attendance monitoring</p> <p>Weekly attendance discussion in tutor-time</p> <p>Termly / Yearly awards ceremonies for attendance</p>		<p>Attendance of pupils eligible for PP is on average 96.5% in line with school target</p>
<p>Costing:</p>	<ul style="list-style-type: none"> • 		<p>£96,781.50</p>	

PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	PP pupils make progress which is broadly in line with their non-PP peers, particularly those with SEN	Action research for all teaching staff Knowledge-based curriculum	<i>Walk-Thrus</i> – Tom Sherrington <i>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</i> Education Inspection Framework (EIF) 2019	Appraisal-based action research Effective QA procedures Reduction in incidents of poor or inappropriate behaviour as the needs are all are being met in the classroom Progress and outcomes for PP eligible pupils has improved, particularly for those with SEN	LFG AK HB CSG	July 2021 Half-termly Weekly / Monthly / Termly / Annually APs as per calendar End of year assessment
TOTAL estimated budgeted cost?						£82,443.50
TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
2	PP + SEN pupils have reached their chronological reading age by the end of the Y7	Intensive reading / literacy intervention	<i>On average, reading comprehension approaches deliver an additional six months' progress.</i> EEF Data shows a 1yr 2mth average increase in reading age during first six months of 2019-2020	Trained staff to deliver the program Regular monitoring of progress Six-monthly re-testing	CSG/LT	Feb 2021 July 2021

TOTAL estimated budgeted cost?						£179,225
WIDER STRATEGIES						
Priority No. from 3 Year plan	Review Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Date
3	PP eligible pupils will have an average attendance of 96.5% which is in line with the school target for all pupils	Robust monitoring protocols ~ 92-95% monitored by tutor, including meeting with pupil and letter sent home ~ 85-92% monitored by HoY, including letters home, parent meetings and home visits ~ below 85% dealt with by EWO, including home visits, six-week attendance tracking and FPN	<i>We have found that in particular P8 scores are highly sensitive to changes in absence rates for disadvantaged pupils. This suggests that small improvements in KS4 absence could potentially improve the outcomes of disadvantaged pupils' more than small improvements in other areas.</i> NFER <i>Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.</i> DfE	~ First item on all HoYs line-management meetings with DHT in charge of attendance ~ Weekly attendance monitoring in tutor time ~ First item on all line-management meetings with in-school EWO ~ Weekly attendance reports received by DHT in charge of attendance ~ Focus area on AAP	HB	Weekly and fortnightly monitoring throughout the academic year
TOTAL estimated budgeted cost?						96,781.50

REVIEW OF STRATEGY 2019-2020

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
Further improved quality of teaching and learning for all	<i>Six strategies for effective learning</i> – learningscientists.org	High impact: <ul style="list-style-type: none"> Paired learning walks with SLT as training for all TLR holders No-notice learning walks enable us to see lessons as they really are Reduced workload for staff for planning “observed” lessons Reliability of feedback from departments as all input immediately onto an online app Provides opportunity to discuss learning with pupils in-situ Teacher feedback discussed with pupil(s) as part of the learning walk 	<ul style="list-style-type: none"> Support package can be put in place immediately if needed No-notice of visits shows teachers at their very best but reducing anxiety related to formal, planned observations Very positive feedback from teachers and middle leaders Provision will continue for 2020-2021 with some minor adjustments to focus criteria as academy priorities develop
	Feedback	High impact: <ul style="list-style-type: none"> Individualised feedback for each pupil based on set criteria Pupils given time in lesson to respond to feedback from the teacher, with additional support where needed Book scrutiny takes place during a learning walk and enables to pupil to discuss their feedback with visitor Poor responses to teacher feedback are addressed and time given to update 	<ul style="list-style-type: none"> Program of CPD to keep teacher feedback as a focus Provision of feedback strategies to reduce teacher workload while increasing pupil engagement with feedback Feedback strategies have been adapted to fit with government guidance during C-19 to ensure pupils are engaging with individualised tasks to improve their work
	Homework	<ul style="list-style-type: none"> High impact: Sole use of Satchel-One as a homework platform for all pupils CPD for teaching staff on use of Satchel-One and monitoring of engagement 	<ul style="list-style-type: none"> Satchel-One is the main platform for completion of homework Post-lockdown, homework is focused on reviewing prior learning

		<ul style="list-style-type: none"> Used exclusively during Lockdown 2020 as a learning tool for all pupils (paper copies delivered to homes where no internet access or electronic device available) Pupils find the platform accessible and provides an easy way to monitor and complete their homework Parents also have access to their child's platform and can monitor completion of homework 	<ul style="list-style-type: none"> Where paper-based homework is set, pupils are signposted to sections and deadlines on Satchel-One
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TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
Improve outcomes at KS4	Performance Learning (PL) academic mentoring	<ul style="list-style-type: none"> Low impact: Pupils found the methodology repetitive, impacting on engagement Did not effectively transfer online during lockdown 2020 	<ul style="list-style-type: none"> A more targeted approach is needed with bespoke provision based on individual need Support now being provided by Heads of Y10 and Y11 who are best placed to know the needs of their pupils
	New implementation strategy for all curriculum areas	<p>High impact:</p> <ul style="list-style-type: none"> Extensive CPD for all staff on the strategies to be used in the new curriculum Detailed curriculum planning carried out throughout the academic year in preparation for full launch in Sept 2020 High pupil engagement with new curriculum Positive impact on KS4 outcomes 2020 	<ul style="list-style-type: none"> The new curriculum has a positive impact on all pupils as it reducing cognitive load and provides a common structure in all lessons and curriculum areas Further development of curriculum for 2020-2021
	Literacy, numeracy and reading speed	<p>High impact:</p> <ul style="list-style-type: none"> An extensive intervention program up until lockdown 2020 ensured accelerated levels of literacy, numeracy and reading speed Support continued during lockdown with work being set by intervention staff alongside work set by teaching staff 	<ul style="list-style-type: none"> Enhanced program set for 2020 term 1 to address gaps resulting from lockdown New reading schemes to be sought using PP funding to further engage learners and develop a love of reading Graduation gifts to be presented to pupils who achieve their chronological age and no longer need enhanced intervention

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
<p>Improve parental involvement in their son/daughter's education. Improved attendance of disadvantaged pupils who are regularly absent from school so that they make better progress.</p>	Pastoral support	<p>This area of the statement is difficult to review as pupils were not in school from March to July 2020. However, figures up that point show that attendance of PP pupils was broadly in line with the previous year.</p> <p>During lockdown, a significant amount of communication maintained with families, particularly those who were disadvantaged and/or vulnerable. Food parcels delivered and doorstep visits took place regularly. Disadvantaged pupils provided with electronic devices wherever possible and paper copies of schoolwork delivered weekly.</p>	<p>Given the potential for ongoing disruption to attendance in school for pupils in the current climate, each year team have specific plans in place to monitor attendance of all pupils in school and maintain regular contact with home should pupils need to isolate.</p>
	Attendance monitoring and intervention		
	Parental engagement		