



Pupil Premium Strategy Statement

2020-2021

Sacred Heart Catholic Secondary School

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School	Sacred Heart Catholic Secondary School, Redcar				
Academic Year	20/21	Total disadvantaged budget	£154,500	Date of most recent disadvantaged Review	Nov 2020
Total number of pupils	739	Number of pupils eligible for pupil premium	176 (24%)	Date for next internal review of this strategy	Jan 2021

Progress 8 score average	-1.18	-0.03
Attainment 8 score average	35.16	46.7
% English and Maths (4+)	29%	60%
% English and Maths (5+)	18%	40%

A.	Pupil progress - pupils who are disadvantaged arrive at Sacred Heart with lower KS2 average scores (30.33 v 33.7 Y11 20-21) and make less progress than non-disadvantaged pupils.
B.	Aspirations and attitude to learning - disadvantaged pupils may have lower aspirations of academic success and have a less positive school experience than non-disadvantaged pupils. Disadvantaged pupils are overrepresented in detentions and internal exclusions
C.	Literacy and numeracy - Literacy and numeracy skills can be weaker in disadvantaged pupils and many have a reading age lower than their chronological reading age. (Reading age average 11yr7m v 12yr5m Year 7 2020)
D.	Attendance – attendance is lower for our disadvantaged pupils than our non-disadvantaged pupils. (92.6% v 94.4% Nov 20)
E.	Engagement in remote learning during lockdown- the percentage of disadvantaged pupils not engaging in remote learning due to COVID-19 is higher than non disadvantaged pupils. (38.3% v 18.9% May 2020.)

A.	<p><u>Pupil Progress</u> - Disadvantaged pupils work towards a positive Progress 8 score and will be continually monitored and evaluated against that target. Teachers and leaders at all levels have a responsibility to help the disadvantaged pupils achieve or get as near as possible to that target.</p>	<p>The Progress 8 and Attainment 8 scores of disadvantaged pupils improve across each academic year and the gap narrows. This is also monitored at a department level and forms part of the departmental SEF and Line Manager meeting agendas. Teachers and SALs intervene with pupils who are below target, prioritising disadvantaged pupils, particularly boys.</p>
B.	<p><u>Aspiration and attitude to learning</u> - Disadvantaged pupils are more positive about their learning and are aware of the importance of education in terms of further life choices. Pupil voice will be used to measure this, as will Effort grades.</p>	<p>Effort grades for all disadvantaged pupils are monitored and acted upon at every data capture by SALs and by SLT year group lead, where Effort grades are a concern plans are put in place to address this. When COVID-19 restrictions are eased, enrichment activities take place to ensure that disadvantaged pupils are accessing a wide range of trips and activities. All disadvantaged pupils will have a Post 16 provision appropriate to their needs and future aspirations. All disadvantaged pupils are provided with career advice. Where a disadvantaged pupil is at risk of being NEET, a referral is put into the council for keeping in touch visits. Parents and carers of disadvantaged pupils are invited to attend a careers interview during Y9.</p>
C.	<p><u>Literacy and numeracy</u> - Effective literacy and numeracy catch-up schemes are in place and monitored, reading ages of disadvantaged pupils are in line with their chronological age.</p>	<p>Disadvantaged pupils make significant gains towards their chronological reading age by the end of Y7. Disadvantaged pupils make significant gains towards expected levels of progress in maths/numeracy. Tutor reading programme will improve literacy skills.</p>
D.	<p><u>Improved attendance</u> - Attendance for disadvantaged pupils improves with a target of 95% or higher.</p>	<p>Attendance officer and Attendance Lead (Deputy Headteacher) track attendance of disadvantaged pupils. In addition to support from NPCAT, Improving Attendance Plan's (IAP) are created for pupils whose attendance falls below 95%. SALs, PLs and the Attendance Officer monitor attendance and contact parents to arrange meetings in school. Appropriate sanctions are pursued against persistent non- attenders (NPCAT support).</p>

E.	<u>Engagement in remote learning during lockdown and parental engagement with school</u> - The engagement in remote learning of disadvantaged pupils improves to be in line with or better than non disadvantaged pupils	The percentage of disadvantaged pupils engaging in remote learning improves. All disadvantaged pupils have access to ICT equipment and access to wifi to complete remote learning. Parents of disadvantaged pupils support this engagement and attend meetings when invited.
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2

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review (Milestones)	Project ed Cost
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<p>A) Pupil Progress</p> <p>All Years</p>	<p>Development of quality teaching and learning strategies to benefit all disadvantaged pupils:</p> <p>Targeted questioning of disadvantaged pupils in the classroom and preferential support during lessons - 'Quality Time'</p> <p>One to one feedback for disadvantaged pupils in lesson time</p> <p>Challenge for disadvantaged pupils to reach their academic potential</p> <p>Teaching staff held to account for progress of their disadvantaged pupils by Subject Leaders</p> <p>Clear identification of Disadvantaged Pupils on seating plans.</p> <p>Focus on positive phone calls home/emails for Disadvantaged Pupils</p> <p>National Tutor Scheme 4 tutors for Maths, English Science, History, one to one and small group work prioritising disadvantaged pupils .</p> <p>Boost room staffed to support progress of disadvantaged pupils</p>	<p>High quality teaching and learning for all pupils is vital to raising the achievement levels of disadvantaged pupils - "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers". (Sutton Trust, 2011). Supported by NFER for DfE, 2015, one of the seven building blocks in raising achievement of disadvantaged pupils</p> <p>Targeted questioning improves participation in lessons, improves engagement and ultimately Effort grades</p> <p>Live marking improves the quality of feedback to the pupil. High quality feedback raises achievement and has an effect size of 0.7 (Hattie, 2015)</p>	<p>Learning walks throughout each term by SLT and SLs</p> <p>QA activities such as learning walks, work scrutinies and observations are focussed on the progress of disadvantaged pupils in the lesson.</p> <p>Line management of middle leaders focuses on the disadvantaged pupils in their care.</p> <p>IEP's and SEND profiles available to staff and evidence of their use in lessons observed.</p> <p>Phone calls home logged for monitoring purposes.</p> <p>SLT Progress Meetings identify trends and concerns</p> <p>Actions are monitored closely and interventions are</p>	<p>QA activities are discussed at LM meetings. Progress of disadvantaged pupils discussed</p> <p>Progress meetings take place every 2 weeks for every year group</p> <p>Internal tracking spreadsheet designed to record evidence.</p> <p>Calendared QA activities throughout the year</p> <p>Data is reviewed each time it is entered.</p> <p>Staff are kept informed about the progress of disadvantaged pupils</p>	
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			coordinated by SLT		
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	<p>Rigorous monitoring and analysis of data</p> <p>Progress meetings are held for all subjects in all year groups with a focus on disadvantaged pupils every data entry point with Subject Leaders, SLT and SALs</p> <p>Progress meetings at SLT level inform support for disadvantaged pupils in all year groups</p> <p>Individual and small group mentoring from SALs focus on improving academic progress of disadvantaged pupils who are behind target. parents are involved in this support</p>	<p>DfE (2015) and Warwickshire Project (2016) identify rigorous monitoring of data as an effective strategy to improve performance of disadvantaged pupils</p> <p>NFER research, one of the seven building blocks in raising achievement of disadvantaged pupils is data driven identification of individual pupil's needs</p> <p>All school leaders, teaching staff and support staff need to know the pupils who are in the greatest need of support</p> <p>Coordination of intervention and tracking leads to more effective implementation of support</p>	<p>and Subject Leaders</p> <p>Interventions are evaluated for their effectiveness</p> <p>Tutors from the National Tutoring Scheme create weekly reports to evaluate effectiveness</p>		
Total budgeted cost					£92,136

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review? (Milestones)	Project ed Cost
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<p>A) Pupil Progress</p> <p>Y11 focus</p>	<p>Progress Meetings for Year 11 pupils take place every 2 weeks in English, Maths and Science to monitor interventions following a data entry. For all other subjects this is once a half term.</p> <p>Year 11 pupils are placed in smaller intervention forms for Maths, English, Science or RE, with a subject specialist, according to their subject of need to give them an extra 1 hour and 40 minutes of intervention per week. Disadvantaged pupils are prioritised for this support.</p> <p>Academic Mentoring for disadvantaged pupils. All disadvantaged pupils are mentored by key staff.</p> <p>Period 6 intervention is in place and disadvantaged pupils are identified for attendance.</p> <p>Career advice and guidance 1:1 meetings and support to attend open evenings and interview preparation for disadvantaged pupils.</p> <p>National Tutoring scheme prioritises disadvantaged pupils for support in English, Maths, Science and History.</p> <p>Year 11 Pastoral/Achievement meetings take place with SLT, SAL,</p>	<p>Meeting individual learning needs of disadvantaged pupils improves pupil progress (DfE, 2015)</p> <p>Mentoring Programmes which have a clear structure and expectations, are associated with successful outcomes. (EEF)</p> <p>EEF research carried out by Higgins (2016) shows effectiveness of one to one and small group tutoring</p> <p>Deploying staff effectively is one of the seven building blocks for raising the achievement of disadvantaged pupils identified by NFER research for DfE (2015)</p> <p>Clear identification of pupils who are behind target and specific actions for classroom teachers that focus on improving attainment will have a positive impact on progress</p> <p>Rigorous monitoring of data is an effective strategy for improving the outcomes for disadvantaged pupils</p> <p>The school needs to know the pupils who are in greatest need of support as quickly as possible in order to support pupil progress.</p>	<p>Meetings are led by SLT lead responsible for Quality of Education.</p> <p>Actions from Progress Meetings are monitored closely by Subject Leaders, SALs and SLT and interventions are evaluated.</p> <p>Attendance at after school intervention is tracked and parents contacted to encourage attendance.</p> <p>Academic mentoring is evaluated using pupil voice and internal data.</p> <p>National Tutoring scheme is evaluated and progress of pupils tracked by Tutors and Subject Leaders</p> <p>There is a CPD requirement for staff mentors to ensure that mentoring is effective.</p>	<p>This is reviewed after each data uplift. The aim is to show improved progress after each data uplift.</p> <p>Attendance at Period 6 is reviewed weekly</p>	
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	<p>PL to discuss the needs of individual pupils and identify actions once per cycle. Disadvantaged pupils are prioritised for support.</p> <p>Disadvantaged pupils are prioritised for IT equipment (laptops/chrome books/dongles)</p> <p>During any bubbles collapsing or periods of self-isolation due to COVID-19, disadvantaged pupils will be prioritised for phone calls home and contacted more regularly to ensure they are accessing school work remotely and still making progress</p> <p>Revision guides purchased for Year 11 disadvantaged pupils and revision packs produced for all disadvantaged pupils</p>	<p>EEF – small groups with regular feedback improves outcomes.</p>			
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Total budgeted cost	£15,096
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<p>B) Aspiration and Attitude to Learning</p>	<p>Enrichment opportunities take place to ensure that disadvantaged pupils have access to a wide range of trips and activities; for example, Bushcraft for Year 7; Theatre visits and cadetships with British Steel in Year 9; High Tide experiences in Year 10; planned University visits for CLA pupils in Years 8, 9 and 10.</p> <p>Priority monitoring of opportunities for disadvantaged pupils</p> <p>Individual and small group mentoring from SALs focus on improving Attitude to Learning of disadvantaged pupils who have effort grades of concern following data entry. Parents are involved in this support</p> <p>Emotional Health Practitioner prioritises disadvantaged pupils for support</p>	<p>EEF reports the impact of sports participation on academic achievement as positive</p> <p>Evidence suggests that disadvantaged pupils involved in school visits and other cultural activities have improved attitude and application to school and studies. This is particularly the case when it is linked with potential career opportunities.</p> <p>Opportunities for more able and talented disadvantaged pupils and a potential life changing opportunity for our pupils</p> <p>Research shows that positive reinforcement improves pupils experience of school and any additional communication improves parental engagement</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>Anecdotal evidence suggests that disadvantaged pupils involved in sporting and other activities such as debating/poetry competitions have improved attitude and engagement to school and studies</p> <p>Mentoring Programmes which have a clear structure and expectations, are associated with successful outcomes</p>	<p>Audit of activities taken each term to monitor the uptake of disadvantaged pupils in our various offers.</p>	<p>Review every half term</p>	
Total budgeted cost					£15,046

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review? (Milestones)	Project ed Cost
C) Literacy and Numeracy	<p>Tutor time reading programme twice a week for 20 minutes. Tutors know the disadvantaged pupils in their tutor groups and target the reading strategy to increase involvement of disadvantaged pupils</p> <p>Disadvantaged pupils who are behind target in maths are identified for one to one support with the National Tutoring Programme maths specialist</p> <p>Disadvantaged pupils who are behind target in English are identified for one to one support with the National Tutoring Programme English specialist</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress (EEF)</p> <p>EEF research carried out by Higgins (2016) shows effectiveness of one to one and small group tutoring</p> <p>Importance of improving literacy for disadvantaged students links to research on improving outcomes for all subjects (National Literacy Trust)</p> <p>Our disadvantaged pupils have a lower reading age on entry than our non-disadvantaged pupils</p> <p>"1 in 11 disadvantaged children in the UK say that they don't have a book of their own. Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book (22% vs. 3.6%)".(National Literacy Trust, 2017)</p>	QA activities of tutor time reading programme	Half Termly	
Total budgeted cost has already been factored in with the National Tutoring Programme costs					

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D) Improved Attendance	<p>Attendance Officer monitors data for disadvantaged pupils closely and contacts pupils and parents when attendance becomes an issue ie. less than 95%</p> <p>Attendance is a focus for both SAL and PL to discuss at fortnightly pastoral meeting with SLT</p> <p>Weekly tracking of all disadvantaged pupils' attendance by SAL and PL using "Attendance on a page"</p> <p>At weekly Vulnerable Learners meetings, attendance concerns are discussed and actioned. Welfare concerns for disadvantaged pupils are also actioned.</p>	<p>A significant amount of internal data and national data links attendance with fulfilment of academic potential. "Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons." (DfE, 2016)</p> <p>Good attendance improves academic performance.</p> <p>Regular contact with parents of disadvantaged pupils leads to improved attendance.</p>	<p>Attendance Officer and DHT operate this intervention with support from NPCAT through weekly meetings</p> <p>Attendance of disadvantaged pupils reported and monitored through SLT meetings to action whole school interventions</p> <p>Close involvement in monitoring with form tutor, SAL and PL and followed up through LM meetings</p>	<p>Attendance tracked and actioned on a daily basis</p> <p>Weekly meetings with Attendance Officer and DHT</p>	

Total budgeted cost	£7,216
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9

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<p>E) Engagem ent in remote learning during lockdown and parental engagem ent with school</p>	<p>At all parental information evenings and Parents' Evenings the parents of disadvantaged pupils are contacted prior to the event and appointments made for them where necessary.</p> <p>For remote parents' evenings all disadvantaged pupils are contacted by their class teachers either by phone or email</p> <p>PLs and SALs prioritise contact with parents of disadvantaged pupils for individual progress meetings, pastoral and behavioural concerns and praise phone calls to foster supportive links</p> <p>Attendance to live lessons/remotely learning is tracked by SLT, SALs and PLs and parents of disadvantaged pupils contacted when pupils do not attend remotely</p> <p>Engagement with live lessons/remotely learning is tracked by subject teachers, SLT, SALs and PLs and parents of disadvantaged pupils are contacted when pupils do not attend remotely in order to improve their engagement</p>	<p>Parental involvement is a key strategy in closing the achievement gap (NFER, 2009), supported by Ofsted, 2011 and EEF</p> <p>Parents who have a better relationship with the school tend to help moderate disadvantaged pupils' behaviour when issues arise</p> <p>The percentage of disadvantaged pupils not engaging in remote learning at Sacred Heart due to COVID-19 is higher than non disadvantaged pupils. (38.3% v 18.9% May 2020.)</p>	<p>Attendance at school events will be monitored and action taken to prevent absence and follow up if absence occurs</p> <p>Attendance at remote lessons will be monitored daily and phone calls made if absence to remote lessons occurs</p>	<p>Evaluation will take place following key parent events</p>	
Total budgeted cost					£25,671

Review of Expenditure										
Previous Academic Year: 2019-2020										
	Intended Outcome	Impact								
<u>Improved Pupil Progress</u>	Disadvantaged pupils work towards a positive Progress 8 score and will be continually monitored and evaluated against that target. Teachers and leaders at all levels have a responsibility to help the disadvantaged pupils achieve or get as near as possible to that target	<p>Following the rigorous process of deciding on Centre Assessed Grades for all pupils, ensuring that all achieved the grade that they were most likely to get, had they sat their GCSE exams in the summer, based on accurate and robust teacher assessment data. Outcomes for disadvantaged students improved from 2018 to 2019.</p> <table border="1"> <thead> <tr> <th>Outcomes for Year 11 disadvantaged pupils 2018-2019</th> <th>Outcomes for Year 11 disadvantaged pupils 2019-2020</th> </tr> </thead> <tbody> <tr> <td>Progress 8 = -1.11</td> <td>Progress 8 = -0.53</td> </tr> <tr> <td>4+ En/Ma = 29%</td> <td>4+ En/Ma = 49%</td> </tr> <tr> <td>5+ En/Ma = 18%</td> <td>5+ En/Ma = 37%</td> </tr> </tbody> </table>	Outcomes for Year 11 disadvantaged pupils 2018-2019	Outcomes for Year 11 disadvantaged pupils 2019-2020	Progress 8 = -1.11	Progress 8 = -0.53	4+ En/Ma = 29%	4+ En/Ma = 49%	5+ En/Ma = 18%	5+ En/Ma = 37%
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<u>Aspiration and attitude to learning</u>	Disadvantaged pupils are more positive about their learning and are aware of the importance of education in terms of further life choices. Pupil voice will be used to measure this, as will Effort grades.	Pupils' Attitude to Learning is monitored through pastoral teams and on a department level to support them to make progress and achieve well. Student voice prior to the lockdown period in March 2020 showed that students understand how to be successful and what they need to do to improve. They feel supported both academically and pastorally, and their improved outcomes give them greater opportunities to succeed in the future								
<u>Literacy and numeracy</u>	Effective literacy and numeracy catch-up schemes are in place and monitored, reading ages of disadvantaged pupils are in line with their chronological age.	<p>54 students accessed Lexia reading programme 2019/20</p> <p>Increased parental engagement in supporting students with literacy.</p> <p>Majority of students in KS3 made progress from foundation level word study, grammar or comprehension (Y4 - 6) onto intermediate level word study, comprehension or grammar (Y7 - 9) before March lockdown.</p> <p>No formal data was able to be collected due to the Covid restrictions, however, anecdotal evidence suggests that pupils found these interventions useful in supporting their in-class English.</p>								
<u>Improved attendance</u>	Attendance for disadvantaged pupils improves	Attendance for disadvantaged pupils 2018-2019 = 92.2%								

	with a target of 95% or higher.	Attendance for disadvantaged pupils 2019-2020= 90.5% (although this was affected by the Covid-19 pandemic)	
<u>Parental Engagement</u>	Attendance at Parents' Evening improves for parents of disadvantaged pupils	It was not possible for all Parents' Evenings to go ahead during 2019- 2020 due to Covid-19, however, attendance at Parents' Evenings improved in Year 11 as new protocols were put in place.	
		Attendance for parents of disadvantaged pupils 2018-2019	Attendance for parents of disadvantaged pupils 2019-2020
		Year 11 = 44%	Year 11 = 91%