

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding, for the 2023 to 2024 academic year, to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John Fisher Catholic College
Number of pupils in school	1,000 (Year 7–Year 11) 1, 096 (Year 7 – Year 13)
Proportion (%) of pupil premium eligible pupils	21.3% (213 learners)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 –2025
Date this statement was published	05/10/2023
Date on which it will be reviewed	End of each term and 01/09/2024
Statement authorised by	Garrett Murray (Headteacher)
Pupil premium lead	Celia Teague (Assistant Headteacher)
Governor / Trustee lead	Shirley Weatherby (Governor) Gill Regan (Director)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 215,280
Recovery premium funding allocation this academic year	£ 57,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£273,240

Part A: Pupil premium strategy plan

Statement of intent

At St John Fisher Catholic College, our aim is that all learners, irrespective of background or vulnerability have equal access to opportunities offered, make good progress and achieve high attainment. Our aim is to educate all our learners to achieve academically, to develop confidence, resilience, metacognitive and self-regulation strategies and to understand how to keep themselves safe. Ultimately, it is our intention for all our learners to be in a position to have and to make choices that will enable them to live independent, full lives.

This pupil premium strategy statement is developed from the commitment that all staff members are responsible for the progress and attainment of learners who are disadvantaged, and it outlines distributed leadership which holds all staff accountable for their role in developing quality provision for such learners. Our approach will be responsive to common challenges and individual needs. There will be a focus on the barriers faced by groups of learners who are disadvantaged, including those who are already high attainers and evaluation activities will enable explicit understanding of the strategies that are most effective.

The strategy prioritises further development of quality first teaching because this is proven to have the greatest impact on closing the disadvantaged attainment gap whilst benefitting all learners. Prioritised within the strategy is professional development and training to enable staff to deliver quality provision that meets the needs of learners who are most vulnerable. Activities outlined within the strategy are intended to meet the challenges of all learners who are vulnerable including those with SEND needs, learners who have a social worker, those with SEMH concerns and low resilience, regardless of whether they are disadvantaged or not.

Data shows that learners who are disadvantaged do not attain as well as their non-disadvantaged peers. The disadvantage gap grew during the pandemic from approximately half a grade to a full grade's difference demonstrating the disproportionate effect on learners who were already vulnerable.

This strategy is integral to ongoing wider school plans for education recovery including support for learners whose education has been worst affected.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading: lower levels of reading comprehension for learners who are disadvantaged, impacts progress in all subjects. This is evident from entry to year 7. Loss of time in school has meant reading support has been lacking especially for learners at KS 3.
2	Gaps in learning and skills: assessments, observations and discussions with families show that the education and wellbeing of many of our disadvantaged learners have been impacted over the last few years leading to significant gaps in learning and with learners falling behind age-related expectations. Core skills such as literacy and numeracy at KS 3 are a priority taught through quality first teaching.
3	Metacognitive and self-regulation strategies: observations suggest that many disadvantaged learners, particularly those who are lower attaining, lack metacognitive and self-regulation strategies that could enable them to monitor, evaluate and become confident in developing the quality of their own outcomes.
4	Behaviour for learning: recent experience with groups of learners who are disadvantaged, as well as school behaviour data, shows that an increased number struggle with self-regulation in terms of behaviour and struggle to understand and follow school expectations and basic school routines.
5	Resilience and social / emotional need: there has been an increase amongst the whole cohort, of learners who are struggling with personal resilience, greater emotional need and mental health concerns. This appears to be disproportionately affecting outcomes for learners who are disadvantaged. By the end of the summer term 2022, 44% of learners with a safeguarding concern were also entitled to PP, considerably higher than the 23% of learners entitled to PP across all learners in Years 7 to 11 at this time. 47% of learner entitled to PP were persistent absentees. Strategic leadership of PP has been aligned with safeguarding and attendance.
6	Ready to learn: an increase in learners who do not have school equipment / items of school uniform.
7	Attendance and punctuality: whilst attendance data has dipped for all learners, attendance data for learners who are disadvantaged has dipped further: approximately a 5% gap by the end of 2021-2022. Punctuality for this group is also lower. The Persistent Absence figure has increased across all groups, with the disadvantaged gap being slightly more than double that of their non- disadvantaged peers. Whilst the PA percentage gap between learners entitled to PP and those who are not, decreased in 2021-2022, persistent absenteeism across all learners is too high and needs to reduce.
8	Experiences and cultural capital: our assessments and observations indicate that learners do not have the background knowledge due to limited experiences to be able to make connections and create conceptual schema on which to base their learning. This challenge was added to the strategy in September 2022.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve reading comprehension among disadvantaged learners across KS3. (Challenge 1)</p>	<p>Reading assessments, through reading tests and through interventions such as Accelerated reader and Fresh Start Phonics, demonstrate improved comprehension skills amongst learners who are disadvantaged. The gap is closing between the scores of learners who are disadvantaged and those who are not. A culture of daily shared reading is evident across the school. Learning walks and book scrutiny demonstrate improved engagement in lessons and improved skills and confidence in reading.</p>
<p>Improve attainment among disadvantaged learners, at the end of KS 4 in Maths and English. (Challenge 2)</p>	<p>Quality First teaching will positively impact GCSE outcomes for learners entitled to PP.</p> <p>The intention is to reduce gaps between learners who are entitled to PP and those who aren't and, over the 3-year period, to close the Progress 8 gap.</p> <p>Year 11 GCSE target: 44% grade 5+ in English and Maths for PP learners ie. same for NPP. This is slightly above 2017 and 2021 all pupils, which is highest achieved to date.</p>
<p>Improve metacognitive and self-regulatory skills among disadvantaged learners across all subjects. (Challenge 3)</p>	<p>Learning walks and book scrutiny evidence further ability of learners who are disadvantaged in monitoring and regulating their own learning. This is to be further supported through implementation of revised feedback policy in all faculties, with disadvantaged learners demonstrating confidence in responding to and acting on feedback. CPD is planned.</p>
<p>To implement a revised Behaviour for Learning strategy consistently and ultimately improve wellbeing for all learners including those who are disadvantaged and vulnerable. To sustain improvements. (Challenge 4 and 5)</p>	<p>Improved and sustained wellbeing will be demonstrated, 2023-2024 by:</p> <ul style="list-style-type: none"> • Data from learner voice and parent / carer voice as well as teacher observations. • Improved behaviour for learning data. • Increased capacity and improved systems allow better outcomes for disadvantaged learners with safeguarding needs.
<p>To improve and sustain attendance and punctuality for all learners particularly those who are vulnerable and disadvantaged. (Challenge 7)</p>	<p>Through consistent implementation of the revised whole school attendance policy (revised for 2021 and again for 2022), improved and sustained attendance and punctuality will be demonstrated by 2025, by:</p> <ul style="list-style-type: none"> • All stakeholders understand their responsibilities and are effective in their approach towards attendance.

	<ul style="list-style-type: none"> • The overall attendance rate for all learners will have moved towards the 97% aspiration in the school Attendance Policy. • The attendance gap between learners who are disadvantaged, and their non-disadvantaged peers will be reduced to be in line with non-disadvantaged peers. • Persistent absenteeism will be significantly reduced. The aim is for PA to be sustained between 10-15% ie. in line with pre-covid percentages at SJFCC and national figure for secondary schools of 13.7% in data for the academic year 2018/19.
<p>To support the wider ethos of the school by enabling all learners to be properly resourced and ready to learn. (Challenge 6)</p>	<ul style="list-style-type: none"> • By supporting with uniform and resource requirements, disadvantaged learners are indistinguishable from non-disadvantaged learners. • All learners are ready to respond appropriately and effectively to the Relentless Routines.
<p>Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support to approach things differently. In turn, this will lead to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>1. Learners will acquire background knowledge and understanding of the wider world which their non-disadvantaged peers may experience on a regular basis. This background knowledge will then be used to draw on to make conceptual links and improve understanding of language and in turn reading</p> <p>2. Experiences which promote character building qualities will lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. (Challenge 8)</p>	<ul style="list-style-type: none"> • The % of Disadvantaged pupils accessing enriched opportunities is in line with their non-disadvantaged peers. • Monitoring demonstrates a wider knowledge and understanding for disadvantaged children on a par with their peers. • Teachers are explicit in offering enrichment both within and in addition to lessons, including careers education.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 48,137

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school reading strategy Training and implementation of quality first teaching of reading: <ul style="list-style-type: none"> • Formation tutors implement the whole school shared reading approach with shared texts for each year group. • Analysis of reading data supplied for learners across faculties in order to impact teaching so that all learners have fair access to the curriculum. • Training in & use of FFT Reciprocal reading approach to explicitly teach reading skills to learners. • Teachers explicitly teach tiered vocabulary to ensure curriculum understanding and fair access to the curriculum. 	EEF Reading comprehension strategies +6 <div> https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf </div>	1, 2, 3

<p>Whole school teaching and learning focus: access to the curriculum; developing learner metacognition and self-regulation skills..</p> <ul style="list-style-type: none"> • Confirm responsibilities and roles for all staff with all staff appraisal targets reflecting the priority to close gaps. • Funding for Literacy Lead role. • CPD offer to improve explicit teaching self-regulation strategies across the curriculum. • Faculty activities to advance the attainment and progress of learners entitled to PP is part of every Faculty Implementation Plan. Faculty Groups' Champions take a lead in this work, have half termly meeting time and funded non-teaching time to carry out research, planning and self-evaluation activities. • Funding for Faculties to develop and implement their plan. • Self-evaluation activities to evaluate the strengths and areas of improvement in terms of how successfully learners are accessing the curriculum. • Peer review across the MAC of QFT to allow access to the curriculum for all learners. • Faculty CPD to address issues found through learning walks. • Improved use of Edukey and Satchel one to support reasonable adjustments for identified individual learners. • Individual CPD further offered through the National College. 	<div data-bbox="906 192 1233 427"> https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching </div> <p>EEF Teaching and Learning toolkit:</p> <p>Feedback +6</p> <p>Metacognition and self-regulation +7</p> <div data-bbox="906 674 1275 1140"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/news/eeef-blog-metacognition-is-it-hidden-in-the-plain-sight-in-the-classroom?utm_source=/news/eeef-blog-metacognition-is-it-hidden-in-the-plain-sight-in-the-classroom&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/news/eeef-blog-reflecting-on-the-challenge-of-mobilising-metacognition?utm_source=/news/eeef-blog-reflecting-on-the-challenge-of-mobilising-metacognition&utm_medium=search&utm_campaign=site_searchh&search_term </div> <div data-bbox="906 1171 1270 1411"> <p>In line with EEF 'Putting evidence to Work' -</p> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation </div>	<p>1,2,3, 4, 5</p>
<p>Careers Education</p> <p>Invest in careers education approaches throughout the curriculum, including industry visits and Careers curriculum development, using Recovery Premium Funding to support this further.</p>	<p>There is a strong and significant relationship between participation in career development opportunities and more positive attitudes towards schooling, particularly for those who are disadvantaged.</p> <div data-bbox="906 1868 1289 2000"> https://www.gatsby.org.uk/education/focus-areas/good-career-guidance </div>	<p>8, 5, 7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 109,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and numeracy interventions, including KS3, for under attaining disadvantaged pupils who are struggling to progress.</p> <p>Includes:</p> <ul style="list-style-type: none"> Staff time for interventions 'Switch on' one to one intervention Fresh starts phonic programme 'bought in' programmes eg. Fresh start, Magic Links, Lexia, Complete Maths Targeted recovery and catch-up sessions with a focus on: <ul style="list-style-type: none"> KS 3 reading KS 4 low attainment in core GCSE subjects Funding for learning support and re-integration manager Further Learning Support Assistant hours to allow for reading interventions Specialist teaching for learners accessing learning through alternative provision. 	<p>EEF</p> <p>Small Group Tuition +4</p> <p>Individualised Instruction +4</p> <p>Phonics +5</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p> <div> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition </div> <div> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition </div> <div> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics </div> <p>or those falling behind, both one-to-one and in small groups.</p>	1,2,3,5
<p>Learners who are disadvantaged are supported appropriately and therefore are fully included:</p> <p>This includes:</p> <ul style="list-style-type: none"> Uniform and equipment Subject specific resources 	<div> Texting Parents EEF (educationendowmentfoundation.org.uk) </div> <p>EEF</p> <p>Parental engagement +4</p> <p>Behaviour interventions +4</p> <p>Social and emotional Learning +4</p>	4,5,6,7

<ul style="list-style-type: none"> Engaging with parents – emphasis on texting commendation and praise 		
Whole school reading strategy <ul style="list-style-type: none"> identify learners struggling to access the curriculum. implement pre-read interventions to support learners struggling to access the curriculum through QFT. measure the progress of pupils receiving interventions and adapt as necessary implement reasonable adjustments to allow all learners fair access to the curriculum implement targeted tutoring support for learners struggling to access the curriculum, especially disadvantaged learners. implement a secondary based phonics intervention for children with a reading age below 8 and with phonics gaps. 	<p>EEF</p> <p>Reading comprehension strategies +6</p> <p>Phonics +5</p> <div> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) </div>	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 57,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing information sharing and CPD opportunities to build skill and confidence of all staff to educate and support learners with emotional needs, enabling them to engage and progress in their learning.</p> <p>Ongoing CPD opportunities include: briefings; fortnightly year teams briefing; weekly Formation Time messages; half termly safeguarding Lite Bites; INSET.</p> <p>Build further capacity to meet the needs of learners who are disadvantaged, enabling them to engage and progress in their learning.</p>	<p>EEF:</p> <p>Behaviour interventions +4</p> <p>Social and Emotional Learning +4</p> <p>Parental engagement +4</p>	4,5,7

<p>Formation Time extended to allow for greater emphasis on reading and of Tutor engagement with learners and parents regarding attendance, punctuality, and behaviour. Funding for Attendance Rewards.</p> <p>Planned support work with identified learners (behaviour / pastoral need) through Pastoral Leaders and developed role of the Head of Year.</p> <p>Behaviour / SEMH consultant two days per week. Outreach programme for learners with escalated behaviour concerns.</p> <p>Family Support Worker – full time hours</p> <p>Emotion Coaching – 1 day per week across the year. Using Recovery Funding to buy an extra day.</p> <p>Safeguarding Support Officer time for planned work with identified vulnerable learners and for liaison with partners: FSW; EWO; Emotion Coach</p> <p>Increase safeguarding support to enable increased response to child-on-child abuse concerns.</p> <p>Education Welfare services to support whole school approach to improving attendance and to support intervention to meet individual need.</p> <p>Extra staff hours for attendance Support in the mornings.</p> <p>Develop and monitor the quality of use of alternative provision in line with new Alternative Provision Policy</p> <p>Recovery Premium Funding used for additional Emotion Coaching for identified vulnerable learners.</p>	<div data-bbox="804 176 1149 1202"> <p>Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Embedding principles of good practice in DfE advice Improving School Attendance</p> </div>	
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<p>Enrichment activities and support for inclusion: enrichment trips; extracurricular opportunities and after school clubs.</p> <p>This includes Faculty led enrichment trips / opportunities; sports; outdoor activities; arts and culture.</p> <p>The approach is to monitor uptake of opportunities; offer directly to learners who are disadvantaged / vulnerable; assist financially where needed.</p> <p>Assistance is being given to learners' families to enable learners to access:</p> <ul style="list-style-type: none"> • Music lessons. • School trips. • School residentials including faith residentials. • Involvement in Duke of Edinburgh Awards. 	<p>EEF evidence that such activities can boost wellbeing, resilience and aspiration. We understand that extra-curricular activities that are fully linked with the school curriculum have most impact.</p> <p>EEF:</p> <p>Extending school time +3</p> <p>Homework +5</p> <p>Arts participation +3</p> <p>Physical activity +1</p> <div data-bbox="799 869 1155 1072"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time </div>	<p>8</p>
<p>Whole school reading strategies</p> <ul style="list-style-type: none"> • Continue to use accelerated reader and Buzz Books to encourage reading and to share successes. • Continue to share information about reading and books with parents through newsletters. 	<p>EEF:</p> <p>Reading comprehension 6+</p> <div data-bbox="799 1279 1155 1406"> https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading </div>	
<p>Breakfast club</p> <p>Free toast and drink offered every morning before school.</p>		

Total budgeted cost: 215,280

Recovery Premium (£57,960)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers Education Invest in careers education approach throughout the curriculum, including Careers curriculum opportunity through Stoke City Community Trust- Youth Engagement.	There is a strong and significant relationship between participation in career development opportunities and more positive attitudes towards schooling, particularly for those who are disadvantaged.	8, 5, 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions, including KS3, for under attaining disadvantaged pupils who are struggling to progress. <ul style="list-style-type: none"> Targeted recovery and catch-up sessions with a focus on KS3 Literacy and Numeracy Further Learning Support Assistant hours to allow for these interventions £36,000	EEF Small Group Tuition +4 Individualised Instruction +4 Phonics +5 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1,2,3,5
Drama interventions for under attaining disadvantaged pupils who are struggling to progress at KS4. <ul style="list-style-type: none"> Adopting a targeted reciprocal teaching programme of support and intervention through tuition of targeted Drama learners. £1,020		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD opportunities to build skill and confidence of all staff to educate and support learners with emotional needs, enabling them to engage and progress in their learning.</p> <p>This includes Coaching culture CPD opportunity. £275</p> <p>Build further capacity to meet the needs of learners who are disadvantaged, enabling them to engage and progress in their learning.</p> <p>Behaviour / SEMH consultant one extra day per week. Outreach programme for learners with escalated behaviour concerns. £9,690</p> <p>External Mentoring for Girls programme led by Assistant Headteacher for Pastoral. £2,000</p> <p>Emotion Coaching – an extra day for identified vulnerable learners. (5 hours x £35=£175/dayx28) £4,900</p> <p>Contingency Fund for acute issues</p> <p>Evidenced based on school experiences and those similar schools to ours means that there is a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. £1,600</p>	<p>EEF:</p> <p>Behaviour interventions +4</p> <p>Social and Emotional Learning +4</p> <p>Parental engagement +4</p>	4,5,7

Total budgeted cost: 57,960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome																									
<p>Reading: <i>Intended outcome:</i></p> <p>Improve reading comprehension among disadvantaged learners across KS 3. (Challenge 1)</p>	<p>Reading is now widely accepted as a priority across Faculties and reading time is timetabled daily for the whole school. Building on the previous years’ work, reading is celebrated and there is sustained commitment to reading for pleasure as a priority amongst learners and staff.</p> <p>Data about learners’ reading ability is shared with staff for consideration in planning to enable learners to access the curriculum more fully. This was in response to an understanding that data showed a decline in reading ages of learners in Year 7 – 9 2021–2022.</p> <p>During 2023–2023 further developments took place in terms of targeted work for identified learners. Training took place to enable Learning Support Assistants to deliver targeted interventions including phonics work for learners at early stages of reading.</p> <p>Whole school training about reciprocal reading took place for all teachers to develop skill and confidence in supporting reading within all lessons.</p> <p>By the end of 2023, alongside a senior leader with experience of successful delivery of a whole school reading strategy and experience of teaching early-stage reading, a new whole school Literacy and Reading leader is in place and a further Learning Support Assistant has been employed to deliver reading interventions.</p>																									
<p>Gaps in learning and skills – intended outcome:</p> <p>Improve attainment among disadvantaged learners, at the end of KS 4, in Maths and English.</p>	<table><tr><th>Basics</th><th colspan="2">5+ English + Maths</th><th colspan="2">4+ English + Maths</th></tr><tr><th></th><th>PP %</th><th>NPP%</th><th>PP %</th><th>NPP%</th></tr><tr><td>2021</td><td>25</td><td>53</td><td>47</td><td>77</td></tr><tr><td>2022</td><td>28</td><td>47</td><td>56</td><td>76</td></tr><tr><td>2023</td><td>18.9</td><td>36</td><td>46</td><td>63</td></tr></table>	Basics	5+ English + Maths		4+ English + Maths			PP %	NPP%	PP %	NPP%	2021	25	53	47	77	2022	28	47	56	76	2023	18.9	36	46	63
Basics	5+ English + Maths		4+ English + Maths																							
	PP %	NPP%	PP %	NPP%																						
2021	25	53	47	77																						
2022	28	47	56	76																						
2023	18.9	36	46	63																						

<p>(Challenge 2)</p>	<p>In 2021 the overall progress 8 gap for disadvantaged learners was -0.3. In 2022 it increased to -0.89, decreasing to -0.58 in 2023 GCSE data.</p> <p>In August 2021 the Attainment 8 for learners entitled to PP was 41.8 as opposed to 51.4 Attainment 8 for learners not entitled to PP. Overall attainment dipped in 2023, though the disadvantage gap was slightly narrower (8.27 gap).</p> <p>Data shows that the progress made by learners who are PP needs acceleration in order for them to achieve in line with non-PP learners, based on their prior attainment. This is particularly true for learners who are more-able and entitled to PP, in a number of subject areas. School priorities address the key challenges for this group, particularly the reading strategy; access to the curriculum and metacognition; relentless routines; attendance and punctuality procedures.</p> <p>The significant dip in GCSE grades in 2023 was true for all learners and this is being addressed through the teaching and learning quality assurance priority and through self-evaluation activities.</p> <p>The overall picture of progress and attainment for learners shows that there is a small negative gap between learners entitled to PP and those who aren't at Key Stage 3 and this widens particularly during Year 11. Accurate ongoing assessment of learners in every year group is a priority and the Feedback policy has been revised by Faculties and implemented to reflect the different requirements of each subject.</p>
<p>Metacognition and self-regulation – <i>Intended outcome:</i></p> <p>Improve metacognitive and self-regulatory skills among disadvantaged learners across all subjects.</p> <p>(Challenge 3)</p>	<p>The role of Faculty Groups' Champions was further developed, through all Faculties, as a basis for sharing effective strategies, leading and evaluating Quality First Teaching in lessons. External partners, each year, have evaluated aspects of provision for learners who are disadvantaged and learners who are vulnerable. The development of understanding of the importance of quality first teaching, with learners developing self-awareness in terms of their own learning is accepted as critical for the attainment and progress of learners who are vulnerable and learners who are disadvantaged.</p> <p>In meetings there is sharing of practice that is effective in promoting positive outcomes for vulnerable and disadvantaged learners. Learning walks demonstrate use of effective strategies in lessons and that challenges faced by learners who are disadvantaged are being addressed in individual lessons.</p> <p>The Feedback Policy was revised with Faculties shaping policy for impact within their own subject areas with an emphasis on learners understanding their own attainment and progress and taking greater responsibility for their next steps. Metacognition remains a focus in 2023-2024. Building on the work of recent years, there is a tighter whole school focus</p>

	on the embedded routines, the Quality First Teaching strategies and the reasonable adjustments that are expected to be evident within lessons.																																										
Behaviour for Learning / Resilience and social/emotional need – <i>intended outcomes;</i> Implement a revised Behaviour for Learning strategy consistently and improve learner wellbeing. (Challenge 4 and 5)	<p>A revised Behaviour for Learning Policy was implemented and focused on the school’s ‘Relentless Routines’, in 2021–2022. This was evaluated and revised during 2022–2023 as were rewards and consequences associated with it. Relentless Routines are understood by teachers and are evident in shared practice around the school, from meet and greet on classroom doors to routines at lunchtime. Values based rules were agreed during 2022–2023 and shared; work continues to support shared language and understanding about expected behaviour.</p> <p>The needs of some learners who struggle with school routines are recognised and alongside graduated consequences, support has further developed with targeted work to support promote learner wellbeing. This has included a reshaping of the internal inclusion facility with an experienced re-integration manager; creating greater capacity within the Pastoral and Safeguarding teams and buying in more Family Support Worker and Emotion Coach time. Specialist teaching has been prioritised in the Pupil Premium budget to ensure that disadvantage learners are supported at times when they are struggling and at their most vulnerable.</p>																																										
Attendance and punctuality – <i>intended outcomes:</i> Improve and sustain attendance and punctuality for all learners, particularly those who are vulnerable and disadvantaged. (Challenge 7)	<table><tr><td></td><td colspan="3">Attendance</td><td colspan="3">PA</td></tr><tr><td>%</td><td>PP</td><td>Non-PP</td><td>ALL</td><td>PP</td><td>Non-PP</td><td>ALL</td></tr><tr><td>2022–2023</td><td>86.66</td><td>93.55</td><td>92.2</td><td>43</td><td>18</td><td>21</td></tr><tr><td>2021–2022</td><td>87.31</td><td>92.23</td><td>91.23</td><td>47</td><td>20</td><td>26</td></tr><tr><td>2020–2021</td><td>90.18</td><td>95.21</td><td>94.21</td><td>38</td><td>11</td><td>17</td></tr></table> <table><tr><td>2018–2019</td><td>93.08</td><td>95.7</td><td>95.19</td><td>19.3</td><td>7.1</td><td>10</td></tr></table> <p>The Attendance Policy has been updated to reflect a whole school approach to positive attendance and punctuality with greater emphasis on first point of concern with enhanced Form Tutor and Teacher responsibilities.</p> <p>A rewards system has been implemented whereby learners are updated regularly about their attendance and punctuality percentages and the</p>		Attendance			PA			%	PP	Non-PP	ALL	PP	Non-PP	ALL	2022–2023	86.66	93.55	92.2	43	18	21	2021–2022	87.31	92.23	91.23	47	20	26	2020–2021	90.18	95.21	94.21	38	11	17	2018–2019	93.08	95.7	95.19	19.3	7.1	10
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	<p>good practice of learners is acknowledged on a weekly basis by Form Tutors, Heads of Years in assemblies and through half-termly rewards. The process is implemented with a focus on learners who are disadvantaged and vulnerable.</p> <p>Punctuality has been addressed both in the morning and to lessons with clear messages, consequences and rewards. The Education Welfare Officer has worked with school to support the punctuality priority as well as attendance concerns. Learners arriving at school late take part in a Gate and separate Formation Time to allow for time to intervene where needed and reset expectations.</p> <p>The measures used here represent the percentage of the PP cohort and the percentage of the non-PP cohort who are persistently absent, including learners only from Year 7 –Year 11.</p> <p>Attendance data 2021–2022, as all learners returned to school and codes for absence due to corona virus were withdrawn, showed a dip of 2.98% in whole year attendance in comparison to 2020 – 2021. Persistent absence has more or less doubled across these groups. The percentage of lateness to school more than doubled.</p> <p>By 2022–2023, whole school, whole year attendance improved by slightly under 1% to 92.2%, improving steadily towards the pre-covid percentage attendance maintained around 94 – 95.5%. There was a slight dip in the attendance of learners entitled to PP, whilst the attendance of other learners improved.</p> <p>Persistent absence is decreasing and the disadvantage gap is narrowing slightly in terms of PA. In comparison with pre-covid data, the gap remains too large and percentages need to be further reduced.</p> <p>National data – persistent absence 2022–2023 as reported by the DfE: 28.3% across all secondary schools as compared to 21% in school. DfE published 2022–2023 attendance rate: 90.7%. School data compares favourably at 92.2 though there is continued work to close the disadvantage gap.</p> <p>Attendance data is frequently monitored against the DfE national attendance statistics and against FFT Aspire data comparison with similar schools: throughout 2022–2023, the school data was more positive in all areas including in the attendance of vulnerable learners. Interventions used at specific times with groups of vulnerable learners whose attendance was dipping, had positive outcomes.</p>
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<p>Ready to learn – intended outcomes:</p> <p>To support the wider ethos of the school by enabling all learners to be properly resourced and ready to learn.</p> <p>(Challenge 6)</p>	<p>In 2022-2023, money was dedicated to school equipment and uniform for those who needed this support. Contact was made by growing numbers of parents whose circumstances had changed and staff were able to help in various ways such as supporting applications for free school meals, providing school equipment and school uniform. The Fr Hudson's Care Family Support Worker worked intensively with families facing greatest hardship for example finding financial support for a few families who found themselves with no income.</p> <p>The budget has allowed greater rigour in expectations that school routines are followed and have enabled staff to resolve concerns with learners who have chosen to sit outside of school expectations. Resources have been able to support compliance at a material level.</p>
<p>Experience and cultural capital – intended outcomes:</p> <p>Pupils are able to see past the socio-cultural cycle they are in and have the ability, means and support to approach things differently, with greater numbers of disadvantaged learners accessing enriched opportunities and greater numbers of enrichment opportunities being offered within lessons as well as in addition to lessons. (Challenge 6 and 8)</p>	<p>A growing number of enrichment opportunities and extra-curricular activities were acknowledged during OFSTED inspection June 2022.</p> <p>A senior leader encourages staff and learners to develop the offer and monitors the growing numbers of learners who are vulnerable or disadvantaged, taking part. Some opportunities have specifically invited learners who are vulnerable or disadvantaged such as homework club and an after-school cooking club.</p> <p>Over the course of this 3-year plan, whilst the offer has been much improved, further development has been sought. There is support available for Faculties in offering enrichment opportunities; money has been budgeted to contribute towards the inclusion of all learners in enrichment activities and in curriculum planning, enrichment opportunities have been sought within lessons as well as in addition to lessons. The Careers offer has been further developed to enhance aspiration and thinking differently about learning, with Faculties embedding aspects of Careers education within their lessons.</p>