Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Sir John Henry Newman Catholic School
Pupils in school	500
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£157,998
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	John McAuley
Pupil premium lead	Lisa Love
Governor lead	Tina Battle

Disadvantaged pupil performance overview for last academic year

27 students centre assessed grades.

	CAG 2020	2019
Progress 8	-0.67	-0.87
Ebacc entry	25%	21%
Attainment 8	46.55	45
Percentage of Grade 5+ in English and maths	25%	28%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	-0.3	Sept 2022
Percentage of Grade 5+ in English and maths	30%	Sept 2022
Ebacc entry	40%	Sept 2022
Other	Improve attendance to national average. Ensure there are no NEETS.	Sept 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Targeted inset to improve the teaching of HAT students.
	Create a staff library as a resource for improving teaching and learning, staff inset on each section of the book – challenge, explanation, modelling, practice, questioning and feedback.
Priority 2	Literacy – students' reading skills to be targeted through reading aloud during DEAR time, recorded by teachers. Data report collated by ECN.
	Rescue Reading group in years 7 to be assembled for before and after school intervention. This group is made up of predominantly PP students. AR data collated by HCD to measure progress of PP students.
	Staff INSET to be delivered by SFO around closing the reading gap and closing the vocabulary gap. Strategies to arise from EEF 'Improving Literacy in Secondary Schools' document. AR data to be used by SFO/ECN to monitor progress of reading . Prefix and Suffix of the week introduced during Form Time to be embedded over the coming terms to aid with vocabulary decoding. More in-class time dedicated to preparing for Newman Presents in order for English teachers to target PP students and give more bespoke guidance with their presentations. Grades recorded on centralised spreadsheet.
Barriers to learning these priorities address	Low performance of HAT disadvantaged students across subjects.
Projected spending	£34,052

Targeted academic support for current academic year

Measure	Activity
Priority 1	Raise attainment and progress in key subjects to secure school targets with a particular focus on English, RE, Geography and Maths.
	Progress meetings to mention HAT disadvantaged students in each year group.
	National tutoring programme and academic mentors
	Ensure students are able to engage in all revision activities – transport costs, revision material.
	Build up group x20
Priority 2	INSET to be delivered regularly on the key disadvantaged students.
	All departments to have a section on their development plan to show what they are doing to improve the disadvantage progress, reviewed half termly in line management meetings.
	Every meeting to include a section on disadvantaged students.
Barriers to learning these priorities address	The profile of disadvantaged students needs to be raised.
	Improve progress of disadvantaged students in core subjects.
Projected spending	£53, 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance – ensure that pupil attendance improves to NA. Pastoral team – ensure that pupils are in lessons, time in the inclusion unit is limited, purposeful and the impact monitored. Break time and lunch time support offered by JBO and SW. Hardship fund to ensure that all students are able to fully engage in lessons and visits.
Priority 2	All HAT students to meet with our careers officer to discuss future plans. Information to be shared with staff.
Barriers to learning these priorities address	Low aspirations from students.
Projected spending	£70, 952

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure that enough time is given for staff to really embed the principles of teaching HAT students. Ensure that literacy data is used to inform the interventions.	Inset to be planned for the year, to ensure that directed time is provided for improving teaching of HAT students. Data to be analysed after each data drop and each AR test and shared with SLT.
Targeted support	Ensure that data is being used and key students are being identified and targeted for intervention strategies.	Departments are given time to produce the plans, to analyse data and produce interventions. Subject leaders and HOY are held to account for the progress of the HAT pp students within their departments in targeted LM meetings throughout the year.
Wider strategies	Wide ranging needs of the individual students	Sufficient time is given to support these students and staff are targeting individuals for regular support.