

# Pupil premium strategy statement 2022-23 Our Lady's Catholic College

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding 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	Our Lady's Catholic College
Number of pupils in school	896 Years 7-11 (134 sixth form)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs H Seddon
Pupil premium lead	Mr D Coyle
Governor / Trustee lead	Miss A Goddard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355585
Recovery premium funding allocation this academic year	£101292
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£456877
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£456877

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that children in receipt of the pupil premium achieve in line with children who are not in receipt of the pupil premium by focusing on any barriers to learning.

It is our intention that children in receipt of the pupil premium benefit from the best research led strategies to ensure their progress is maximised.

It is our intention that children in receipt of the pupil premium have access to a rich variety of extra-curricular activities.

It is our intention that children in receipt of the pupil premium have excellent levels of attendance and are supported with their wellbeing and wider needs.

## Challenges

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

Challenge number	Detail of challenge
1	Use the 'Thinking Reading' company as part of our overall literacy plan to develop a comprehensive literacy strategy which is EEF recommended to develop an intervention plan based on screening data.
2	To embed our assessment plan based on the latest EEF research and Evidence Based Education guidance.
3	To use School Led Tutoring with our own staff to catch up missed learning from coronavirus and consequently improve outcomes
4	To ensure attendance and pupil wellbeing is actively promoted particularly for those at risk of being at the persistently absent level
5	To ensure pupils self-confidence is actively promoted post coronavirus through in-school programmes and extra-curricular activities

## 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
Pupils in receipt of the pupil premium achieve in line with children who are not in receipt of the pupil premium	Narrowing of the gap in progress 8 data at the end of KS4 and progress scores from internal exams in years 7-10
Pupils in receipt of the pupil premium benefit from increased attendance and a reduction of pastoral concerns	Attendance rates of PP pupils improve across all year groups with a reduction in reported pastoral concerns over the academic year.
Pupils in receipt of the pupil premium participate in a wide range of in-school and extra-curricular activities	Data shows an increased participation of PP pupils in the wider life of the school including trips and DoE etc
Pupils in receipt of the pupil premium have raised levels of literacy	NGRT and related test scores improve across all year groups.

## 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: £214464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	EEF Teaching and Learning Toolkit: mastery learning, metacognition and self-regulation, learning styles, collaborative learning	1, 2, 3
Thinking Reading as part of our overall literacy plan to develop a comprehensive literacy strategy	EEF Teaching and Learning Toolkit: reading comprehension strategies	1, 2, 3
Induction and support for Early Careers Teachers and Newly Qualified teachers	EEF Teaching and Learning Toolkit: Collaborative learning, Mastery learning	1, 2, 3
Staff participation in literacy training led by a paid literacy coordinator	EEF Teaching and Learning Toolkit: reading comprehension strategies, oral language interventions	1
Staff participation in assessment training	EEF Teaching and Learning Toolkit: Feedback	2
Support staffing	EEF Teaching and Learning Toolkit: teaching assistant interventions	1, 3

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

Budgeted cost: £107000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of skilled TAs to manage the Thinking Reading programme	EEF Teaching and Learning Toolkit: reading comprehension strategies	1, 2, 3
Maths subject teachers do small group tuition before and after school	EEF Teaching and Learning Toolkit: small group tuition	3
English subject teachers do small group tuition before and after school	EEF Teaching and Learning Toolkit: small group tuition	3
Ebacc subject teachers do small group tuition before and after school	EEF Teaching and Learning Toolkit: small group tuition	3
RE subject teachers do small group tuition before and after school	EEF Teaching and Learning Toolkit: small group tuition	3
Learning support assistant 1:1 maths tuition	EEF Teaching and Learning Toolkit: small group tuition	3
Personalised learning support through Bedrock and Sparx	EEF Teaching and Learning Toolkit: digital technology	3
English and maths subject leaders work with small groups during form time	EEF Teaching and Learning Toolkit: small group tuition	3
Governor works with small groups in maths during school	EEF Teaching and Learning Toolkit: small group tuition	3
Read, Write Inc programme with small groups	EEF Teaching and Learning Toolkit: small group tuition, phonics	3
SALT intervention for speech and language with small groups	EEF Teaching and Learning Toolkit: small group tuition	3
IDL literacy and numeracy programme with small groups	EEF Teaching and Learning Toolkit: small group tuition	3

Subject specific Revision sessions after school	EEF Teaching and Learning Toolkit: small group tuition, extending school time	3
Subject specific Revision sessions in the holidays	EEF Teaching and Learning Toolkit: small group tuition, extending school time	3
Bedrock programme with small groups	EEF Teaching and Learning Toolkit: small group tuition,	3
Homework club nightly with support	EEF Teaching and Learning Toolkit: homework, extending school time	3
Parental information evenings to support learning and exam preparation	EEF Teaching and Learning Toolkit: parental engagement	3

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

Budgeted cost:£140000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of further PSO to support and enhance the existing pastoral system	EEF Teaching and Learning Toolkit: behaviour interventions, social and emotional learning	4, 5
Employment of Learning Support Assistant for Attendance to support the attendance officer	EEF Teaching and Learning Toolkit: behaviour interventions, social and emotional learning	4, 5
Selected groups of pupils working with 'Queensbury AP' supporting a whole child approach	EEF Teaching and Learning Toolkit: behaviour interventions, physical activity, social and emotional learning	4, 5
Purchased a set of phonic books for reading intervention	EEF Teaching and Learning Toolkit: Phonics	1
Revision guides supplied as necessary	Some departments consider these are beneficial to exam success	3
Duke of Edinburgh coordinator appointed and group starting on the bronze award	EEF Teaching and Learning Toolkit: outdoor adventure learning	4, 5
Spinning bikes and climbing equipment	EEF Teaching and Learning Toolkit: physical activity, social and emotional learning	4, 5
Selected students working with Barnardo's	EEF Teaching and Learning Toolkit:	4, 5

CBT, counselling , anxiety based counselling programmes	social and emotional learning	
Educational trips and activities including Easter French trip	EEF Teaching and Learning Toolkit: arts participation, extending school time, aspirations interventions	4, 5
Selected students working on the Thrive, ELSA and nurture, programmes	EEF Teaching and Learning Toolkit: social and emotional learning	4, 5
Selected students working with NEST and We are with You (formerly Adaction) programmes	EEF Teaching and Learning Toolkit: social and emotional learning	4, 5
Selected students doing workshops with ACE	EEF Teaching and Learning Toolkit: social and emotional learning	4, 5
Selected students working in our Ark SEMH facility	EEF Teaching and Learning Toolkit: social and emotional learning	4, 5
School nurse regular clinics	EEF Teaching and Learning Toolkit: social and emotional learning	4, 5
Support with uniform to promote inclusion	EEF Teaching and Learning Toolkit: uniform	4, 5
In school careers advisor	EEF Teaching and Learning Toolkit: aspiration interventions	4, 5
In school counselling	EEF Teaching and Learning Toolkit: social and emotional learning	4, 5
ASD students receiving specialist 1:1 sessions	EEF Teaching and Learning Toolkit: social and emotional learning	4, 5
Intervention time at alternative provision	EEF Teaching and Learning Toolkit: behaviour interventions, physical activity, social and emotional learning	4, 5
Prompt absence home visits by attendance officer, LSA and other pastoral staff	EEF Teaching and Learning Toolkit: social and emotional learning, parental engagement	4, 5

**Total budgeted cost: £461464**

Part B: Review of outcomes in the previous academic year

## 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 past four academic years.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Whilst it is difficult to compare to the 2020 and 2021 results, the results from 2022 are in line with the TAGs and CAGs and represent an increase from the 2019 Exam results.*

Headlines	2019 Exam	2020 CAG	2021 TAG	2022 Exam
PP Cohort	45%	49%	44%	40%
Basics PP (4+EM)	34%	36%	44%	38%
Basics PP (5+EM)	14%	16%	20%	17%
Basics Non PP (4+EM)	65%	67%	67%	55%
Basics Non PP (5+EM)	37%	40%	36%	32%

#### *Engagement data 2021-22*

Activity	All pupils	PP pupils
Attendance for targeted academic tuition	63%	68%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Behaviour interventions, physical activity, social and emotional learning	Queensbury AP