

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Our Lady's Catholic College, Lancaster
Pupils in school	898 total, 782 Years 7-11, 116 Sixth Form
Proportion of disadvantaged pupils	46% Years 7-11
Pupil premium allocation this academic year	£335045
Academic year or years covered by statement	2018/120 – 2020/22
Publish date	October 2020
Review date	October 2021
Statement authorised by	
Pupil premium lead	Des Coyle
Governor lead	Steve Thornton

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.03
Ebacc entry	4%
Attainment 8	36
% Grade 5+ in English and maths	16%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22
Other	Improve attendance to national average	Sept 22
Ebacc entry	Improve entry towards national average EBacc Entry for all pupils	Sept 22

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Retention and professional development of maths department including support for non-specialist teachers.
Priority 2	Implement Bedrock across KS3 and 4 to improve vocabulary. Implement reading for pleasure across KS3 Implement numeracy programme at KS3.
Priority 3	Improve GCSE performance from 2019 levels in English Language and Literature, History, RE, Catering and Sport
Priority 4	Addressing cultural capital gaps through enrichment. CPD on metacognition and retrieval to impact on teaching.
Barriers to learning these priorities address	Impact of lockdown particularly with students who did not engage fully in remote learning – see catch up premium strategy. Capacity to manage reading project
Projected spending	£121,412

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils. Use of IDL cloud for boosting literacy. Restart programme Read, Write, Inc taught synthetic phonics programme. Targeted use of Bedrock for developing vocabulary as well as Hegarty maths for embedding key mathematical skills.
Priority 2	Strategies including specialist advisors working with subjects named above and gathering of best practice from other schools.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes
Projected spending	£80,539

## Wider strategies for current academic year

Measure	Activity
Priority 1	Building on excellent attendance at Breakfast Club amongst disadvantaged pupils. Progress leaders using progress data to target support including after school homework support.
Priority 2	Building on study skills and understanding of GCSE programme in year 11 introduce a similar strategy in KS3 to share specialist advice with parents on reading and vocab.
Priority 3	Building on personal development and cultural capital

Measure	Activity
	trips and our inclusion agenda of at least 50% of all trips being for disadvantaged students. Continuation of the careers work with new careers lead to enhance aspirations beyond school. IAG coordinator to continue to organise funded activities such as Edge Hill University trip and Aspirational/Inspirational speaker including any associated transport costs. Ex armed forces mentor to continue to work with targeted students with mentoring sessions and visits to local employers and colleges of FE
Priority 4	Building on attendance work in priority contact for disadvantaged students. Full progress leader and pastoral support structure to ensure the pastoral provision to provide care and support.
Priority 5	SLT, curriculum leaders and assistant curriculum leaders focus on ensuring the most effective strategies are used in the support of disadvantaged students accessing the curriculum effectively.
Barriers to learning these priorities address	Attendance of key pupils and parents in afterschool initiatives.
Projected spending	£112,612

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for new staff professional development programme	Extensive use of meeting time allocations to ensure guaranteed time combined with a flexible approach to its use.
Targeted support	Ensuring enough time for school maths-leads to support non specialist maths teachers. Ensuring English and literacy staff have enough time to develop the vocabulary and reading programme.	Maths and English leads prioritised for cover whenever there is supply/cover capacity.
Wider strategies	Engaging the families facing most challenges	Working closely with all relevant organisations to ensure we have access to the best support. Ensuring pastoral staff have the capacity to build trusting and collaborative relationships.

## Review: last year's aims and outcomes

Aim	Outcome
Achieve good progress made by disadvantaged pupils amongst similar schools	Achieved: Progress 8 score was improved on last year which was 0.18 – this was above similar schools on a like for like measure. There are no comparative figures in 2020
Achieve good progress for disadvantaged pupils in English and maths	Achieved: Both Progress 8 scores were above similar schools on a like for like measure in 2019 and up again in 2020
Achieve good progress for disadvantaged pupils in the ebacc subjects	Not achieved: Progress 8 scores were below similar schools on a like for like measure in 2019 and although up again in 2020 are still likely to be below similar schools nationally.