



PUPIL PREMIUM

STRATEGY STATEMENT

2021-22

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 & St John Catholic College
Number of pupils in school	775
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September, 2021
Date on which it will be reviewed	July, 2022
Statement authorised by	Mr P Tite
Pupil premium lead	Mrs S Taylor
Governor / Trustee lead	Mr M Zammit

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,645
Recovery premium funding allocation this academic year	£62,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£367,005

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is received by school for all those pupils who are eligible for free school meals or have been at any time in the last 6 years. The money provides a collective budget from which we, at OLSJ, can allocate funding to close any gaps between pupils' experiences in life and in school. Whilst free school meals is the determinant of the funding, our aim is to remove barriers for all pupils but to always prioritise disadvantaged pupils, to allow them full access to the school curriculum and the experiences school offers which may not otherwise be available. This may range from buying items of uniform to paying for school trips. At OLSJ we respond to need. A key principle of our strategy is to recruit the best teachers. We aim to employ teachers who can provide the greatest expertise in the specific field of need and, subsequently, provide appropriate training for our school context. We aim to keep class sizes small enough to allow for maximum impact and we always prioritise pupil premium pupils in our curriculum, teaching and learning, assessment and feedback. Where pupils need support, whether this be in the classroom or via additional personalised support we strive to employ experienced staff that will bring the best outcomes for our pupils. The relatively high percentage of disadvantaged pupils in each class means that the PPG benefits all pupils in school but the best interests of our pupil premium pupils is prioritised.

Challenges

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

Challenge	Challenge number	Detail of challenge
Social/Economic	1a)	Social disadvantage often reduces the priority of school attendance. Cost of lunch/uniform/transport is a significant issue for some of our families
	b)	High achieving pupils (based on prior attainment) are from deprived white British backgrounds who, nationally, do not do well, due to the absence of high levels of Parental engagement and low aspiration
	c)	Limited capacity for culture capital and an over-reliance on school to support this. In addition pupils are often needed at home which reduces the take up of and commitment to extra-curricular activities which increase soft skills eg resilience and determination.

Behaviours/Emotional	2a)	A significant number of our pupils enter school with poor mental health or experience of living with this. Also significant safeguarding concerns, impacting their ability to learn effectively. SEMH barriers are prevalent.
	b)	% of pupils with SEN support (approx. 20%) is well above national average; 12 pupils currently have EHCPs and 74 pupils who are recorded with significant SEMH (some may have other SEND needs).
	c)	Parental engagement – is significantly lower for PP pupils and support was reduced during Covid
Educational	3a)	Pupils enter school with below average KS2 scores. Literacy and numeracy skills may not be embedded on entry
	b)	Reading, in particular, is not a priority for many of our pupils and support may be limited at home in terms of access to appropriate literature
	c)	School closure due to COVID-19 has impacted attendance levels and therefore progress as many of our pupils were without IT devices/broadband connection initially

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
Support students to recover from the disruption to their education caused by Covid 19.	<ul style="list-style-type: none"> Attendance will increase Punctuality will improve
Improve implementation and adaptation of the new curriculum to support students to know and remember more.	<ul style="list-style-type: none"> An ambitious mastery curriculum will motivate and empower pupils for a future in employment and so NEET figs will remain low Regular recall strategies will enhance knowledge retrieval and therefore pupil confidence. Attainment will raise.
Enhance the scope of the Lead Practitioners into pedagogy, teaching and learning and pastoral groups to drive the curriculum improvements and reset the Culture and Climate of school	<ul style="list-style-type: none"> LPs strategic groups will have a direct impact on the planning and implementation of school plans. Development plans will reflect these strategies. Staff training and evaluation of impact will reflect significant gains in eg metacognition, girls' achievement groups Any 'gaps' will be addressed and coaching implemented to improve practice. Coaching feedback will demonstrate improvements
Renew pastoral systems to support student recovery from	<ul style="list-style-type: none"> Barriers to effective learning will be removed to allow full access to the curriculum for pupils with SEMH

<p>pandemic, developing their social / emotional skills, mental health and attitudes to learning</p>	<ul style="list-style-type: none"> • Teaching staff timetabled to deliver E, M and RE which will raise core standards in the APs • Additional support for SEMH pupils will show a success in their reintegration into mainstream and therefore their academic and pastoral achievements • A strong, varied but regular extra-curricular programme will develop the soft skills of our pupils who will show greater eg teamwork, resilience and determination
--	---

Long term strategy: 3 years

Intended outcome	Success criteria:
<p>Improve attainment for disadvantaged pupils</p>	<p>By the end of our current plan in 2024 disadvantaged pupils will achieve:</p> <ul style="list-style-type: none"> • a higher average Attainment 8 with a smaller gap between them and non-disadvantaged pupils
<p>Bring attendance back to the highest rates pre-Covid</p>	<p>Sustained high attendance by 2024 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • Working towards the percentage of all pupils who are persistently absent being in line with national average and FFT contextualised data and the figure among disadvantaged pupils being similar or better
<p>Implement a sustainable whole school literacy strategy to improve reading comprehension</p>	<p>Reading comprehension tests eg Accelerated Reader and NGRT, demonstrate improved comprehension skills among disadvantaged pupils and a smaller gap between the scores of their non-disadvantaged peers. ‘Arrow’, a literacy tool to raise levels in reading and writing, will be a standard intervention across school. Teachers are using a wide variety of reading sources with the emphasis on Tier 3 vocabulary. Improvements are recognised and celebrated through engagement in lessons, extended writing and book scrutiny.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Pupils will demonstrate meta-cognitive skills across the curriculum. They will also show self-regulation by improved behaviours in school.</p>
<p>Relaunch and sustain the OLSJ mental health strategy, Healthy Heads, in school</p>	<p>Sustained high levels of wellbeing by 2024 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations regarding MH and well-being • Feedback from the school counselling service including MHST interventions • Impact of SMHL training to implement a sustainable whole school MH and well-being strategy • Feedback from staff and pupils reporting a positive response to the PSHE/RSE curriculum

Improve cultural capital for all pupils by providing opportunities for	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
--	---

Activity in this academic year 2021-22

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

Teaching & Learning (for example, CPD, recruitment and retention)

Budgeted cost: £259,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
LP driving improvement based on mastery learning	EEF toolkit- The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).	3a), 1b)
Oracy/ Voice 21	EEF -On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Some examples of approaches that have been shown to be effective include: <ul style="list-style-type: none"> • encouraging pupils to read aloud and then have conversations about book content with teachers and peers • modelling inference through the use of structured questioning • group or paired work that allow pupils to share thought processes • implicit and explicit activities that extend pupils 	3a), 3b)
Additional curricular time in Y7 + 8 to support literacy and numeracy interventions	EEF- Improving Literacy in Secondary Schools Seven recommendations related to reading, writing, talk, vocabulary	3a), 3b)

	development and supporting struggling students EEF Improving Mathematics in Key Stages 2 and 3 Eight recommendations to improve outcomes in maths for 7–14 year olds	
--	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £62,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the access and attendance at targeted subject support sessions Morning and after school sessions to help improve confidence	One to ‘some’ support sessions with key school staff in the core subjects.	3a), 3b)
To provide effective curriculum intervention for lost learning during the COVID lockdowns <i>NTP</i>	EEF-The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.	3c)
Holiday school	Summer schools have a positive impact on average (three months’ additional progress)	1c)

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and mental health training and delivery	Availability of a trusted adult in school decreases anxiety and promotes attendance. (Increased number of DSLs in school and 2 additional temporary DSLs to support during lockdowns) Wider contact with Parents during lockdown allowed constant ability to support and assist routines and progress. Speedier access to wider LA support eg CSC.	2a)
Metacognition and self regulation	The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year	1b)

My Big life/ Blackburn rovers		
SEMH Provision to support pupils	<p>EEF -Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	2b), 2c)
Develop cultural capital of PP students through trips and extracurricular involvement	<p>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice visible at:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> </div>	1c)
Attendance strategies /school uniform	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	1a)
IT provision	<p>Nuffield Foundation</p> <p>The most disadvantaged pupils are less likely to be engaged in remote learning.</p> <p>Limited pupil access to IT at home is a significant challenge, particularly for schools with the highest levels of deprivation93% of school leaders from the most deprived schools have some pupils with limited access to IT at home compared with 73% of school leaders from the least deprived schools.</p>	1a)

Total budgeted cost: £367,005

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 2020 to 2021 academic year.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was impacted by Covid-19, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended in spite of these pupils being targeted to come into the vulnerable provision in school during lockdowns.

High quality remote education continued, using live teaching, pre-recorded lessons and was aided by use of online resources such as Oak National Academy, MyiMaths, GCSEpod and subject specific resources. Additional support was available for pupils unable to return to school after lockdowns due to anxiety. Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required in order to improve attendance.

Although overall attendance in 2020/21 was lower than in the preceding years, it has been higher, at times, than the national average. Attendance is a key focus of our current plan.

Use of recovery curriculum & retrieval practice to mitigate the loss of learning due to Covid; the widest definition of vulnerable pupils was invited into the school provision during lockdowns. Subject specialist staff and TAs supported these pupils on a regular basis.

EAL pupils supported; SEN pupils prioritised for additional support (Nurture provision enhanced). TA support for remote lessons.

Further support for SEMH pupils including external support (eg Myerscough College) Training for the Head/Deputy on the national Leverage Leadership course.

Aspects of school Culture further developed to ensure consistency and sustained practice upon return.

Ensured Parents remained engaged with school as far as Covid allowed eg online Parent Evenings, KS4 information, KS2-3 transition.

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
None	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 family were previous Service children. Cont'd to support with any academic needs (Would have paid for visits but these were cancelled due to the pandemic). Contact maintained with Parents for any additional resources needed.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Extra-curricular activities

Extended day/Year 11 revision

Cultural Catch up eg visits, speakers

Climate and Culture reset – routines and Instructional Coaching (Boundaries reset)

My Big Life to support young people learn how to respond when they feel low, worried or angry and will learn skills that help build resilience, confidence and ways to tackle problems