

Pupil premium strategy statement

School overview

Metric	Data
School name	Notre Dame High School
Pupils in school	1073
Proportion of disadvantaged pupils	15.7%
Pupil premium allocation this academic year	£187,470 NB total planned spend = £202,718 which includes a carry forward of £14800 from 2020/21 recovery budget.
Academic year or years covered by statement	2021/22 – 2022/23
Publish date	September 2021
Review date	July 2022
Statement authorised by	S Davies
Pupil premium lead	J Coats
Governor lead	P Delamere

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.2 (2019)
Ebacc entry	26% (2019)
Attainment 8	42.6 (2019)
Percentage of Grade 5+ in English and maths	30% (2019)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Top quartile of EEF family of similar schools (currently +0.04)	Summer 2023
Attainment 8	In line with top quartile of EEF family of similar schools (currently 45.5)	Summer 2023
Percentage of Grade 5+ in English and maths	Top quartile of EEF family of similar schools (NB may need to use Grade 4+ as proxy as Grade 5+ not available on EEF family of schools dataset)	Summer 2023

Other	Maintain very high levels of attendance of disadvantaged pupils	Ongoing-half termly attendance reviews
Ebacc entry	Move towards school non-disadvantage (currently 45%). Target 35% ebacc entry for disadvantaged groups by July 2023.	Options process summer 2023
Purposeful progression	% of disadvantaged students in employment education or training in line with non-disadvantaged students and above local and national averages.	Sept 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Key Priority 1 – Covid recovery:</p> <p>Re-establish relationships and engagement through;</p> <ul style="list-style-type: none"> ○ Re-establish opportunities for CPD and sharing of practice that have been restricted (e.g. teaching and learning groups, learning walks, LIMP support, etc) <p>Re-establish routines through;</p> <ul style="list-style-type: none"> ○ Return to teachers in their classroom bases and removal of some restrictions on classroom practice ○ CPD and practice sharing round Rosenshine and classroom management <p>Building on positives from Covid; In particular, use of new technologies</p> <p>Building confidence for students approaching exams</p>
Priority 2	<p>Key Priority 2 – Seeing school through the eyes of students who are not thriving, so that we better meet their needs:</p> <p>Curriculum review next steps;</p> <ul style="list-style-type: none"> ○ Development leads picking up work started before Covid on curriculum intent and implementation at departmental level and in the way it works as a whole experience. A core feature of this work will be seeking to better understand the experience of our curriculum from the perspective of students who are not currently thriving. ○ Understanding classroom management and our behaviour and relationships policy and practice as a curriculum for leading great behaviour in line with our ethos <p>Exploration of specific causes and impact of poor levels of literacy and communication on students in our school</p>
Barriers to learning these priorities address	<p>Loss of routines as a result of COVID disruption.</p> <p>Impact of poor relationships on learning.</p> <p>Improving sequencing and accessibility of school curriculum for all learners, but particularly for those who are not thriving</p> <p>Improving levels of literacy to support learning.</p>
Projected spending	<p>LIMP capacity</p> <p>Development Lead Capacity</p> <p>£96864</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Key Priority 1 – Covid recovery:</p> <p>Bespoke intervention where needed (pastoral and academic);</p>

	<ul style="list-style-type: none"> ○ tutoring, mentoring, other specific intervention programmes <p>Building on positives from Covid;</p> <ul style="list-style-type: none"> ○ In particular, use of new technologies <p>Building confidence for students approaching exams</p>
Barriers to learning these priorities address	<p>Gaps in learning due to COVID recovery or other barriers to learning.</p> <p>Direct impact of COVID on learning through lower levels of self-esteem, confidence and mental health.</p>
Projected spending	<p>New Pastoral Manager</p> <p>New SEN post</p> <p>Contribution to pastoral budgets</p> <p>PP champions – supporting tutoring+ other interventions</p> <p>£97,154</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Key Priority 1 – Covid recovery:</p> <p>Re-establish relationships and engagement through;</p> <ul style="list-style-type: none"> ○ Work on behaviour and relationships policy ○ Re-establishing enrichment ○ Community curriculum
Priority 2	<p>Key Priority 2 – Seeing school through the eyes of students who are not thriving, so that we better meet their needs:</p> <p>Curriculum review next steps;</p> <ul style="list-style-type: none"> ○ Ongoing development of the personal development curriculum, including PSHE and our community curriculum in response to student need. There is a particular focus here in diversity, equity and inclusion ○ Building on our enrichment curriculum to strengthen breadth of participation and to see how it can respond to some of the needs of students who are not thriving <p>Trauma informed and Healthy Minds training;</p> <ul style="list-style-type: none"> ○ Further unpacking the training and working together to apply that to our routine practice in school (Behaviour and relationships policy and practice, classroom management techniques, curriculum planning, intervention programmes)
Barriers to learning these priorities address	<p>Impact of poor relationships on engagement and learning.</p> <p>Student voice indicates lack of enrichment opportunities leads to reduced engagement and structure.</p>

Projected spending	Staffing 208 TISUK Music lessons £8700

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Fully understanding the precise nature of literacy challenge, and the best solutions to implement.	Dedicated Development Lead capacity to accurately formulate problem and implement change.
Targeted support	Evaluation of tutoring during AY 2020/21 indicated active ingredients around pupil ownership, relationships with tutors and appropriate scheduling.	Prioritise use of existing school staff. Pay attention to active ingredients when implementing in AY 2021/22
Wider strategies	Implementation of enrichment programme around existing constraints of school day	Dedicated Development Lead capacity to devise and implement solution.
We are using EEF implementation templates that clearly outline implementation outcomes so that effective monitoring can take place.		

Review: last year's aims and outcomes

Aim	Outcome
Ensuring high quality teaching for all, specifically through an enhanced programme of support for NQTs, additional Maths, English KS3 and MFL groups, focus on retrieval practice, vocab development and metacognition development.	All NQTs passed induction in challenging year. Student progress in line with normal progress in Maths, English and MFL. Reading ages in English progressed by 6 months on average in KS3 despite lockdown disruption. Student voice positive about accessibility of work, retrieval practice and vocab development.
Achieving high levels of attendance	High levels of attendance, particularly from most vulnerable cohort. Highest levels of attendance in the city.
Ensuring access to technology for all	All students had appropriate access to technology. High levels of engagement with home learning.
Provide additional support around transition in light of COVID disruption	Successful transition programmes – some elements will be built into 'normal' transition programmes.