

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	Notre Dame High School
Number of pupils in school	1073
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 202
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st July 2022
Statement authorised by	S Davies, Headteacher
Pupil premium lead	J Coats, Director of School Improvement
Governor / Trustee lead	P Delamere

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,470
Recovery premium funding allocation this academic year	£24,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,800
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£226,630

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, learn “whatever they need for life.” This means providing a school experience that allows all students to thrive, to feel safe, respected and successful in their learning and leave prepared for the stage of their journey.

We are aiming to create:

- Successful learners who thrive and who enjoy their learning; make good progress and achieve their potential.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible global citizens who choose to make a positive contribution to society.

In relation to our intent, our two school priorities are

- COVID recovery - specifically re-establishing relationship and classroom routines, re-building student confidence and providing bespoke intervention where appropriate.
- Understanding the school through the eyes of students who are not currently thriving. This is being done through a curriculum review, trauma informed schools training for staff, and exploration of specific causes and impact of low levels of literacy.

Our strategy for the deployment of the pupil premium and recovery funding is to support the two school priorities outlined above - in effectively addressing both these priorities to the fullest possible extent we will be have a maximum disproportionate impact on disadvantaged pupils.

Where our priorities involve, or are likely to involve, changes to school practice/curricula, we have deliberately created additional staff capacity to allow proper implementation of evidence-informed change, including exploration, preparation, delivery and sustaining.

Challenges

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

Challenge number	Detail of challenge
1	<p>Feedback from students, staff and parents about need to re-establish routines and relationships citing:</p> <ul style="list-style-type: none"> ○ Increase in examples of low-level disruption and disengagement in lessons ○ Increase in examples of emotional dysregulation amongst students, leading to more incidents than normal of conflict and aggression (verbal and physical) ○ These issues in part connected to lack of routine and the additional challenges presented for teachers in leading positive behaviour due to changes in routine and restrictions in a number of normal classroom management techniques
2	<p>Feedback from students, staff and parents highlighting the lack of enrichment opportunities as a factor in reduced engagement and also in reducing structure and leadership during social times which impacts self-regulation. School has been less 'fun' and opportunities for building positive relationships have been reduced.</p>
3	<p>Covid disruption has affected the confidence of students preparing for exams (Y10, Y11, Y13). Y13 have not had experience of external exams and students are worried about the uncertainty of what exams will look like and how disruption will affect their readiness to do well.</p>
4	<p>We recognise that some students don't feel the same sense of belonging as other students, that the 'normal' curriculum is not meeting their needs as well as it could and in some cases that the behaviour system feels judgemental to them, effectively punishing them for patterns of behaviour linked to unmet need. This in turn can go on to impact negatively on staff work load and the experiences of the wider student population.</p>
5	<p>Work reviewing our curriculum intent and implementation was interrupted by Covid. We had made some strong strides and there are a number of features of excellent curriculum vision and planning across school, but we want to strengthen consistency and build on that, particularly with a perspective on the way in which our 'normal' approach responds to the needs of those who are not thriving.</p>
6	<p>Student data highlights that poor levels of literacy and/or skill in communication is a common factor amongst students who are not thriving. We have some encouraging feedback about the impact of previous work developing the teaching of vocabulary, but believe that more exploration is needed to fully understand specific challenges for our students and what approaches may be most likely to address them.</p>

7	Internal tracking data shows gaps for disadvantaged students have widened during lockdown, within the context of all year groups being behind where we would normally expect.
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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
Progress 8	Top quartile of EEF family of similar schools (currently +0.04)
Attainment 8	In line with top quartile of EEF family of similar schools (currently 45.5)
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)
Other	Maintain very high levels of attendance of disadvantaged pupils

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: £ 89,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of 4 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.</p>	<p>Putting Evidence to Work – a school’s guide to implementation stresses the importance of the ‘exploration’ phase and advocates creation of change teams.</p>	<p>2,4,5,7</p>
<p>Appointment of an English Literacy Development Lead to identify best means of meeting needs of children who arrive with lower levels of literacy and/or have a low reading age for their chronological age. This is the first stage of a wider school focus on literacy.</p>	<p>Putting Evidence to Work – a school’s guide to implementation stresses the importance of the ‘exploration’ phase. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>6,7</p>
<p>CPD and practice sharing round Rosenshine and classroom management. Capacity to provide further support to individual teachers provided by Learning Improvement Team. Return to teachers in their classroom bases and removal of some restrictions on classroom practice</p>	<p>Rosenshine’s principles are founded on educational research. The EEF Effective Professional development guidance report recommends support for embedding of practice alongside initial modelling of practice.</p>	<p>1,4,7</p>

Using new behaviour and relationships policy as the basis of a curriculum for leading great behaviour in line with our ethos	Recommendation 6 of the EEF Improving Behaviour guidance report stresses the importance of a whole school approach to behaviour. Recommendation 1 emphasises the importance of good relationships.	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 113,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of new pastoral manager	The Adverse Childhood Experiences Study cites the importance of an 'emotionally available adult' in interrupting the trajectory arising from adverse childhood experiences	1,3,4
Creation of new SEN post to support with identification of need, and in managing targeted interventions.	The EEF Special Education Needs in Mainstream Schools guidance report recommends that schools should understand the needs of students, and that they should complement high quality teaching with targeted interventions.	1,3,4
Coordination of delivery of school-led tuition in school, including capacity provided by Pupil Premium Champions to help secure pupil engagement with this.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	3,7
Provision of in school Cognitive Behaviour Therapy	Studies have shown that CBT can reduce depression and anxiety in teenagers	1,3
Portion of budget reserved to meet individual student need as it arises in a more responsive way.	Our own experience over a number of years is that we have had to rely on a contingency to meet one-off or unplanned-for student need. Not having a contingency in place would mean we are likely to fail to meet pupil need as it arises.	1-7

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

Budgeted cost: £ 23,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development lead capacity created to lead on building our enrichment curriculum and strengthening breadth of participation in order to better respond to needs of students who are not thriving.	Putting Evidence to Work – a school's guide to implementation stresses the importance of the 'exploration' phase and advocates creation of change teams.	2,4
Trauma informed schools training for all staff in order to apply approaches to routine practice in school.	The Adverse Childhood Experiences Study describes the impact of Trauma Informed Approaches in schools in arresting the trajectory of students impacted by adverse childhood experiences.	1,2,4,7
Staffing of 208 at lunchtimes to provide greater access to academic support and emotionally available adults.	Part of our trauma informed approach as described above.	2,3,4,7
Contribution to funding of music lessons for disadvantaged pupils		2

Total budgeted cost: £ 226,630

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.

The lack of published examination data for 2019/20 and 2020/21 makes it difficult to compare to national benchmarks.

Our evaluation of our pupil premium strategy and recovery plan for 2020/21 indicated that we were successful in providing access to technology to students, in developing knowledge and recall of specialist vocabulary, and in using more informal assessment so that lessons were pitched appropriately for students in light of lockdown disruption.

Our evaluation indicated less success with the national tutoring programme – largely due to technical and organisational barriers presented by lockdown. We have therefore revised our approach to tutoring this year so that there is greater impact of targeted intervention on students.

Student voice was very positive both about the support during lockdown (including regular contact home) and in terms of their return to school and learning since. Our data shows that gaps narrowed for some of our more vulnerable students as a result of working closely with students and families to secure regular attendance in school during lockdown.

Although the lack of published examination data for 2020/21 makes it difficult to compare to national benchmarks, the TAG gap between disadvantaged and non-disadvantaged pupils was very slightly lower in 2020/21 than the last published results in 2018/19. This suggests that our combined strategy was successful in preventing disadvantaged pupils being further disadvantaged as a result of lockdown as described in various studies.

Our internal data shows all year groups 'behind' where we would expect them to be. This is to be expected given the disruption caused by lockdown. As is the case nationally our projected progress 8 gap for disadvantaged pupils has widened during the period of COVID disruption.

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
National Tutoring Programme	Connex

Further information (optional)

At the time that COVID disruption started in 2019 we were in the middle of a major review process of our pupil premium strategy and had just undertaken an external review of our provision.

When schools first closed due to COVID we were not able to make significant resource re-allocation of our pupil premium resource as it was heavily skewed towards support for high quality teaching, in line with the advocated tiered approach. During 2020/21 we used recovery funding in a number of ways, and took important lessons from our use of the recovery funding to inform our current pupil premium strategy. Our evaluation of our work in 2020/21 was heavily informed by a comprehensive student voice survey, as well as a thorough evaluation of the impact of the national tutoring programme on our students. The current challenges we are attempting to address largely include those that we were identifying in the spring of 2019 and that are still present, and those that are being faced largely as a result of COVID disruption (specifically challenges 1,2,3,7).