

Pupil premium strategy statement

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	Notre Dame High School
Number of pupils in school	1068
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	1 st December 2022
Date on which it will be reviewed	1 st July 2023
Statement authorised by	D Cleary, Headteacher
Pupil premium lead	J Coats, Director of School Improvement
Governor / Trustee lead	Dr A Offiah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,112
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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 (includes national tutoring funding)

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.

Our current pupil premium strategy is a two year strategy coming out of lockdown and covering a transitional period as the school joins a new CMAT. Our overall strategy for the deployment of the pupil premium and recovery funding is to use it to enhance and increase existing school improvement activity in those areas that will have a disproportionate impact on pupil premium students.

School improvement activity for 2022/23 that is targeted at pupil premium outcomes is broadly on the same themes as in 2021/22, although with a slightly different emphasis that reflects progress made last year, and is further informed by our OFSTED in Jan 2022.

These are:

- COVID recovery – continuing to re-establish relationship and classroom routines, re-build student confidence and provide bespoke intervention where appropriate. Exploratory work on literacy that took place last year has laid the foundations to improve literacy via adaptations to the curriculum and targeted literacy interventions this year. For 2022/23 important work includes embedding new pastoral systems with a larger team of staff.
- Understanding the school through the eyes of students who are not currently thriving so that we can better meet their needs and close gaps. Work in this area includes trauma informed schools training for staff and lesson study focussed on individually named pupils. The review of curriculum that was started last year is being completed, with an emphasis on improving assessment to better support pupil progress, particularly where there are progress gaps that need closing.

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 during lockdown.
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>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>
4	<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> <p>In response to OFSTED (22) we need to increase the resource we direct to improving and responding to assessment in order to better diagnose and then close gaps.</p>

5	Student data highlights that poor levels of literacy and/or skill in communication is a common factor amongst students who are not thriving. Exploratory work during 2021/22 has put us in a position where we have piloted approaches and identified appropriate intervention schemes. These need rolling out to successfully address the barriers.
6	Teacher assessment tells us all year groups are behind where we would normally expect. External exam data for 2022 shows widened disadvantaged gaps at KS4 (within the context of very high overall student progress) and particularly lower outcomes where also SEND.

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 national schools (currently -0.15)
Attainment 8	In line with top quartile of EEF family of similar schools national schools (currently 45.5)
Percentage of Grade 5+ in English and maths	Top quartile of national schools (currently 39%).
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 team of 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. For academic year 2022/23 the Dev Leads will focus on the effective use of accurate assessment within the curriculum so that gaps can be better diagnosed.</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>2,3,4,6</p>
<p>Adaptation and implementation of Approach to Learning and Progress monitoring systems to enable better identification of progress gaps, high quality feedback through more targeted academic mentoring for pupils where gaps identified, and more support for pupils to respond to feedback.</p>	<p>Monitoring system is built on the principles of the EEF Teacher Feedback to Improve Pupil Learning Guidance report.</p>	<p>1,4,6</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. Specifically – leading development of an accessible English KS3 curriculum*</p> <p>*see also targeted academic support</p>	<p>Putting Evidence to Work – a school’s guide to implementation stresses the importance of the ‘exploration’ phase.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>5,6</p>

Learning Improvement staff supporting teacher lesson study groups, where the focus of the study is meeting the need of a named student who is not thriving.	The EEF Effective Professional development guidance report recommends support for embedding of practice alongside initial modelling of practice.	1,3,6
Rigorous quality assurance of routines and use of behaviour systems to ensure consistent approach that is understood by all, and underpinned by new Behaviour and Relationships Policy.	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.	1,3

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 managers	The Adverse Childhood Experiences Study cites the importance of an 'emotionally available adult' in interrupting the trajectory arising from adverse childhood experiences	1,3
Maintenance 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
Appointment of an English Literacy Development Lead to co-ordinate, and staff capacity to deliver interventions to rapidly improve reading: <ul style="list-style-type: none"> • Fresh Start programme • Step Up Pathway 	The EEF Improving Literacy in Secondary Schools Guidance report recommends providing high quality literacy interventions to support struggling students Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	5,6

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)	6
Provision of in school Cognitive Behaviour Therapy	Studies have shown that CBT can reduce depression and anxiety in teenagers	1
Portion of budget reserved to meet individual student social, emotional and behavioural needs as they 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.	1-6

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

Budgeted cost: £ 23,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with Local Authority to adopt 'best practice' attendance processes to improve attendance. Work led by member of Leadership team.	Strategies considered will be recommended by LA experts who are able to identify strategies that are working elsewhere in the city.	1-6
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.	2,3
Trauma informed schools training for all staff in order to apply approaches to routine practice in school, underpinned by new	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.	1,2,3,6

school Behaviour and Relationship		
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.	2,3,6
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 2021 to 2022 academic year.

The caveats associated with the publication of national examination data for 2021/22 makes it difficult to compare to national benchmarks for progress and attainment

Progress 8

Top quartile nationally in 2022 was -0.15. Our measure of -0.28 for disadvantaged pupils compares favourably to the national measure in 2022 of -0.55. While we are not yet 'top quartile' but does indicate that our disadvantaged pupils performed over a quarter of a grade per entry better than the national average given their starting points. Our gap between disadvantaged and non-disadvantaged pupils widened in 2022 for Y11, but internal data projects narrower gaps for the current Y11.

Attainment 8

Our published measure for disadvantaged pupils of 44.5 does not include the 'midsize' qualification that was taken in Y10. Including the midsize qualification, the A8 for our disadvantaged pupils was 47.8. This compares to a national average for disadvantaged pupils of 37.5. The top quartile nationally for disadvantaged pupils was 43.5. We met our target.

English and Maths at 5+

Our school figure for disadvantaged pupils is 48% is much higher than the national figure of 29%. The national 'top quartile' figure is 39%. We met our target.

Attendance

National data is available for autumn term 2021. Our disadvantaged pupil attendance during this term was 93.9% in comparison to national attendance of 90.3% for the same cohort. There is not yet national data for the remainder of academic year 2021/22.

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

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).