

# 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	St Paul's Roman Catholic High School
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	533/907 (58.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 – 2023 (3 years)
Date this statement was published	3 <sup>rd</sup> November 2021
Date on which it will be reviewed	3 <sup>rd</sup> November 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Mr C Fannon
Governor / Trustee lead	Tony Davison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£491,532
Recovery premium funding allocation this academic year	£73,981
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£TBC
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium (PP) allocation will be used to raise the standards of disadvantaged pupils across the school by:

- Continuing to improve individual reading ages across all year groups.
- Continuing to improve attendance and punctuality in all year groups.
- Increasing the participation of disadvantaged pupils in all aspects of the school's wider curriculum.
- Developing more quality first teaching through CPD to improve engagement and progress of SEND students with PP.

Over the last two years, disadvantaged pupils in our school have been adversely affected by the restrictions caused by the COVID-19 pandemic.

During the lockdown periods, many disadvantaged & vulnerable pupils struggled with their remote learning often despite the best efforts of their parents. As a result the attainment gap between this group and their counterparts widened, shown specifically in the following data for year 11 leavers 2021:

	Overall	Pupils eligible for PP	Pupils not eligible for PP
Year 11 leavers 2020/21	139	77	62
% achieving 5 standard passes inc English / Maths (from 2020/21)	56.8	50	65.6
% achieving Grade 9 -4 in English / Maths (from 2020/21)	59	51.3	68.9
Progress 8 score average	-0.43	-0.81	+0.05
Attainment 8 score average	43.49	38.94	49.3

During the last two years as a result of the pandemic, disadvantaged pupils have had limited opportunities to engage in a wider range of learning. For example, in enrichment activities such as music, sport and a range of trips and visits.

Some vulnerable pupils have also struggled to re-engage in school life and it is vital that these pupils are supported in developing their social, emotional and mental health (SEMH) needs so that they can access a full curriculum in the future.

A range of interventions will be used to target specific disadvantaged pupils. Each intervention that will take place is described in this plan.

The impact of each intervention will be measured continually and fed back to SLT and subsequently Governors. Each intervention will have differing outcomes and so the assessment of each will be bespoke to that intervention. However, if it is deemed that the intervention is ineffective over time then other interventions will be implemented to replace these. It is important to note that this plan is a working document and therefore all aspects are subject to change at

any point if the SLT or Governors feel a change in the plan will improve the outcomes for the disadvantaged pupils. Each intervention will have its own review date depending on implementation date and a whole review will be conducted in July 2022 prior to the November review of this plan.

## Challenges

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

Challenge number	Detail of challenge
1	A significant number of our pupils enter school with low reading ages and the effects of the COVID pandemic have meant that there has been a delay in tackling this. Many pupils do not read regularly at home and do not have access to a wide range of literary materials.
2	Some of our families face many social and economic challenges and do not always see regular school attendance and punctuality as a high priority.
3	Many pupils need wider opportunities through school to raise self-esteem, develop social skills and to raise their aspirations.
4	The effects of the COVID-19 pandemic have meant that some of disadvantaged pupils have struggled to re-engage in school since lifting of restrictions in September 2021.
5	Although there were more opportunities for online CPD, in the in-class (on the job) CPD required for quality first teaching (QFT) was limited. Finding opportunities to train up staff in SEND and QFT and subsequent implementation will take time to implement.

## 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
Continuing to improve the achievement of disadvantaged pupils in reading.	<ul style="list-style-type: none"> <li>All students to show at least expected progress in reading (1 academic year) by July 2022</li> <li>Some students to show more than expected progress by July 2022</li> </ul>
Continuing to improve attendance and punctuality of disadvantaged / vulnerable pupils in all year groups.	<ul style="list-style-type: none"> <li>The attendance gap between disadvantaged pupils and none disadvantaged pupils is reduced over the academic year from Sept 2021 to July 2022</li> <li>The punctuality rates of disadvantaged pupils improve each term by July 2022</li> </ul>
Increasing the participation of those pupils affected significantly	<ul style="list-style-type: none"> <li>All disadvantaged pupils participate in all curriculum-based trips and visits</li> </ul>

by the COVID-19 pandemic in all aspects of the school's wider curriculum.	<ul style="list-style-type: none"> <li>The % of disadvantaged pupils participating in extra-curricular activities is in proportion with the % of PP whole school</li> <li>Disadvantaged pupils access rewards trips in proportion with the % of PP whole school</li> </ul>
All teachers to participate in multiple SEND and quality first teacher CPD throughout the year	<ul style="list-style-type: none"> <li>All teachers, TAs &amp; Pastoral staff to complete SEND certificate</li> <li>All teachers, TAs &amp; Pastoral staff to attend Autism level one training</li> <li>All teachers to participate in carousel teacher training on SEND and QFT</li> </ul>

## 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: £16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching & Learning CPD (£16,000)	<p><b>Rationale:</b> CPD designed to embed quality first teaching across the school in all subjects. This CPD will be on an all school level for all staff, as well as bespoke training for teachers at different stages in their teaching career, based on areas of need and or gaps in training</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>All students to participate and complete the SEND qualification during SIT time (as allocated)</li> <li>C Cooper to sign up teachers based on needs and in line with HoD discussions to a variety of CPD and qualifications by Nov 2021</li> <li>CPD calendar to be agreed by SLT and published for all staff by Sept 2021</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Students to receive quality first teaching across all subjects</li> <li>Staff to be confident in dealing with the needs of students from all backgrounds and abilities</li> </ul> <p><b>EEF Impact = +5</b></p>	5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Literacy Co-ordinator + Resources (£11,000)</b></p> <p><b>Literacy intervention:</b></p> <p><b>Dyslexia (£3,000)</b></p> <p><b>Lexia Licences (£1,300)</b></p> <p><b>National Tutor Trust + Resources (£4,055)</b></p> <p><b>Maths &amp; English internal intervention (£8,800)</b></p>	<p><b>Rationale:</b></p> <p>The development of good literacy skills is a whole school focus. Students with low literacy levels are provided with additional support so that basic skills can be developed properly in order to remove this barrier to learning.</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Analysis of data and Reading Ages – tracking groups/interventions formed</li> <li>• Reading intervention planned and in place for the weakest students – action plan for each group</li> <li>• Catch Up group established in KS3 for students underachieving significantly in KS3 (Raw Score)</li> <li>• Through Reading Time – implement Accelerated Reader with all KS3 students reading accurately staged texts and testing regularly</li> <li>• Timetabled library lessons for all KS3 students in English</li> <li>• Raising literacy levels agreed as one of school's priorities</li> <li>• Y7 Literacy Catch Up cohort identified – intervention established</li> <li>• Literacy policy to be reviewed / drafted</li> <li>• During tutor time students will take part in reading time</li> <li>• TAs will be trained to run after school intervention aimed at increasing the overall reading ages of learners</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Staff supporting independent reading with confidence providing positive role models for all students</li> <li>• Reduction in the number of students showing as a concern in reading retests</li> <li>• Year 7 intervention group successfully complete online tests to measure progress</li> <li>• Reading awards are high profile in all KS3 assemblies to celebrate student success</li> </ul> <p><b>EEF Impact = +6</b></p>	<p><b>1</b></p>

<p><b>Revision support sessions – before &amp; after school &amp; half term (£15,000)</b></p> <p><b>GCSE Revision Package (Year 10) (£10,000)</b></p>	<p><b>Rationale:</b></p> <p>Provided before and after school to enable supported self-study. Computer equipment, tuition &amp; teaching support, along with refreshments available</p> <p>Timetabled different subject specialist staff available to support after school on identified days</p> <p>Two intensive revision schools operate (April &amp; May) to support students in the lead up to summer exam season</p> <p>Booster classes. Provision of refreshments prior to an exam</p> <p>Students to be provided with revision materials from core + selected subjects to use alongside teacher guidance to work towards GCSE revision</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Students identified by teaching staff to take part in specialised revision sessions after school</li> <li>• Analysis of progress being made by HoD using PiXL tracking pro forma and predicted grades</li> <li>• Specialised lessons created when a gap in learning has been identified by teaching staff</li> <li>• Students to attend full or half day workshops during Easter and May half term holiday</li> <li>• Students provided with relevant revision materials identified by individual subjects</li> <li>• Teachers to tailor revision specifically targeting the materials provided</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Pupil Premium students have the relevant resources available in order to support exam revision</li> <li>• Increased attendance to revision sessions</li> <li>• Students to improve current and predicted grades</li> <li>• Students to participate in teacher led targeted sessions to improve understanding of specific subject modules</li> </ul> <p><b>EEF Impact = +3</b></p>	<p><b>1</b></p> <p><b>4</b></p>

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

Budgeted cost: £438,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CEIAG (£12,000)</b></p>	<p><b>Rationale:</b>            Careers education, information and advice is mapped out and recorded. Students receive a wide range of preparation activities for future life, access to vocational courses, one to one interview, mock interviews, work experience fairs, careers fairs and post 16 information sessions. Ensuring that pupil premium students have the relevant CEIAG</p> <ul style="list-style-type: none"> <li>• Students awareness raised to consider University as a natural progression from sixth form</li> <li>• Awareness raising of employment routes post 16</li> <li>• University visits</li> <li>• Guest Speakers</li> <li>• Motivational speakers – i.e. young local entrepreneurs</li> </ul> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Termly updates to SLT regarding post 16 plans for year 11 – PP highlighted as priority</li> <li>• SLT to explore extended work placements for PP students struggling to access post 16 plans and at risk of FTE/P Ex by Spring term</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Reduction of NEETs, increase in students entering into further education, employment and training</li> </ul> <p><b>EEF Impact = insufficient evidence</b></p>	<p><b>3</b></p>
<p><b>External Agencies Provision – Work Exp (£6,000)</b></p>	<p><b>Rationale:</b>            Providing off site work/placements for some KS4 students. Supporting them with achieving both academic and vocational qualifications</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Place all year 10 students on a one week work experience placement</li> <li>• Encourage students to identify own placements in industries that interest them</li> <li>• Overall successful placements for all students involved</li> </ul>	<p><b>3</b></p>

	<ul style="list-style-type: none"> <li>• Good industry links for the school and future students</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Students to participate in work-based placements with a view to apprenticeship and/or further education opportunities</li> </ul> <p><b>EEF Impact = insufficient evidence</b></p>	
<p><b>Music Tuition (£10,265 of which £6076 grant – total £4,189)</b></p>	<p><b>Rationale:</b></p> <p>Students from all backgrounds should have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they wish to:</p> <ul style="list-style-type: none"> <li>• Voice coaching</li> <li>• Guitar</li> <li>• Violin</li> <li>• Piano &amp; Keyboard</li> </ul> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Increase participation in school choir</li> <li>• Provision of instruments for students to loan</li> <li>• Improved environment for students to become involved in music and performance</li> <li>• Increased confidence in students' performance</li> </ul> <p><b>Impact:</b></p> <p>Increase in the number of pupil premium students learning to play an instrument to support extra-curricular activity</p> <p><b>EEF Impact = +3</b></p>	<p><b>3</b></p>
<p><b>Pupil Premium Projects, targeting identified groups (£5,000)</b></p>	<p><b>Rationale:</b></p> <p>Two members of staff working on a TLR3 (project work) identifying projects targeting specific groups including HAP students to look at aspirations and increasing overall progress</p> <p>Year 11 mentoring project targeting PP learners – paired up with staff member, having fortnightly meetings to look at progress and maintaining focus towards exams and future aspirations</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Increase overall pupil progress</li> <li>• Embed greater aspirations and student focus towards future ambitions</li> <li>• Expose pupils to more diverse cultural experiences including further &amp; higher education (dependent on projects)</li> </ul> <p><b>Impact:</b></p>	<p><b>3 4</b></p>



	<ul style="list-style-type: none"> <li>Target areas of specific concern within the pupil premium groups such as HAPs year 11 leavers, SEN with PP, Girls vs Boys etc. and aim to increase progress and or improve future aspirations</li> </ul> <p><b>EEF Impact = +5</b></p>	
<p><b>School Uniform for Year 7 s on entry (13,650)</b></p> <p><b>School Uniform/Trip (Hardship fund) (£10,000)</b></p> <p><b>Providing breakfast for students to start the day healthily (£1,500)</b></p>	<p><b>Rationale:</b> Incentive for all new students entering St Paul's which encourages an equal beginning to high school life. Hardship fund to help to increase the opportunities and engagement of students with low attendance or social and emotional needs, which may be due to the lack of school uniform. Having a breakfast club for students to attend prior to the start of the school day, ensuring all students have a chance for a healthy and nourished start to the day</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>£70 voucher distributed to all new year 7 learners</li> <li>Uniform will not be a barrier to learning, spare uniform available and access to clean uniform provided</li> <li>Hardship fund available for students to ensure uniform standards are maintained and trips are accessible</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Establishes the philosophy of equality from day 1</li> <li>Improved attendance</li> <li>Increased participation in activities to promote health and wellbeing</li> </ul> <p><b>EEF Impact = +3</b></p>	<p><b>3</b></p> <p><b>4</b></p>
<p><b>2 x Attendance Workers (£68,000)</b></p> <p><b>+ Attendance Rewards (£1,000)</b></p>	<p><b>Rationale:</b> Support to improve attendance, attendance levels are checked and acted upon. Systems are in place to make early identification of potential issues. Attendance has improved for those whom it was an issue. Lots of work takes place with parent/carers and students to solve various issues that potentially prevent them from attending or may make it difficult to return to school full time after a long absence or erratic absence</p> <ul style="list-style-type: none"> <li>Communicate using social media and texting</li> <li>Home visits</li> <li>Vulnerable students identified</li> </ul>	<p><b>2</b></p>

	<ul style="list-style-type: none"> <li>• Support for parents and students to engage with school and learning</li> <li>• Incentives to each year group towards improving overall attendance</li> </ul> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Attendance groups identified and weekly sessions held for at risk students</li> <li>• Attendance rewards for continued and improved attendance</li> <li>• Raise the profile of attendance matters</li> <li>• Accuracy of registers monitored and staff held to account</li> <li>• Attendance and punctuality monitored and reported to all staff daily</li> <li>• Early identification of students at risk of PA</li> <li>• Targeted rewards for good attendance, focused individually or overall weekly class attendance</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• % increase in student attendance</li> <li>• % reduction in PA</li> <li>• Reduction in the number of students attending Attendance Clinic</li> <li>• Increase in the number of students receiving 100% attendance rewards</li> <li>• Increased awareness of attendance matters and the links between attendance and attainment</li> </ul> <p><b>EEF Impact = +4</b></p>	
<p><b>2 x Safeguarding officers (£104,546)</b></p>	<p><b>Rationale:</b> With the high levels of demand on the Safeguarding team due to social and emotional problems for learners, parents from highly disadvantaged backgrounds, high levels of poverty, and families under the social care system, it is essential for us as a school to have a team dedicated to dealing with the issues that arise</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Monitor CPOMS daily</li> <li>• Track and carry out Peps for LAC students</li> <li>• Communicate with external agencies</li> <li>• Communicate with parents</li> <li>• Conduct home visits and meeting as necessary</li> <li>• Work with the staff towards CPD in safeguarding</li> </ul> <p><b>Impact:</b></p>	

	<ul style="list-style-type: none"> <li>• Students feeling safe in school</li> <li>• Outlet for students who need it</li> <li>• Reduced FTEs</li> <li>• Increased attendance</li> </ul> <p><b>EEF Impact = +4</b></p>	
<p><b>Rewards (£4,000 split: Behaviour Rewards £2,500; Raising Achievement £1,000; Gifts &amp; Prizes £500)</b></p>	<p><b>Rationale:</b> Incentives to each year group around improved attendance towards the end of year trip with students being placed in a draw to receive a reduction in ticket price</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Half termly rewards assemblies</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Improved behaviour and attendance</li> <li>• Reduction in FTE</li> </ul> <p><b>EEF Impact = +4</b></p>	<p><b>3</b> <b>4</b></p>
<p><b>Pastoral Team (£182,500)</b></p>	<p><b>Rationale:</b> Pastoral Support in KS3 and KS4 (LD &amp; Team) working alongside the Pastoral leaders and Designated Safeguarding lead. University taster days ran by Progress leaders and CEIAG</p> <p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• All safeguarding incidents recorded on CPOMS</li> <li>• Students and parents have access to consistent pastoral support</li> <li>• Students able to participate in school trips, University taster days etc. – aspiration</li> <li>• Students have access to SEMH support groups led by team linked to TAC</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Increase in student engagement and attendance</li> <li>• Raising student aspirations</li> <li>• Increase in parental engagement</li> </ul> <p><b>EEF Impact = +4</b></p>	<p><b>3</b> <b>4</b></p>
<p><b>School Counsellor (£13,000)</b></p>	<p><b>Rationale:</b> To have an onsite counsellor available to work with the more complex SEMH students on a one-to-one basis to identify and support their needs</p>	<p><b>3</b> <b>4</b></p>

	<p><b>Milestones:</b></p> <ul style="list-style-type: none"> <li>• Students have access to school counsellor linked to SEMH &amp; safeguarding teams identified needs</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Identifying SEMH triggers</li> <li>• Implementing strategies to overcome anxieties and other SEMH related triggers</li> </ul> <p><b>EEF Impact = +4</b></p>	
<b>LAC Funding (£13,000)</b>	<b>Allocated by Safeguarding Lead &amp; Team as per student needs</b>	

**Total budgeted cost: £507,540** (£16,000 + £53,155 + £438,385)

## 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

#### To improve individual reading ages across all year groups

See attached report presented to Governing Committee (C Cooper)

#### To improve attendance and punctuality in all year groups

It is important when analysing attendance data for the last academic year, that we consider the COVID-19 pandemic and the overall affects that this had on the level's attendance across the year.

The following is the breakdown of pupil attendance across all year groups with a split of PP & None PP. The second percentage column takes into account the C coded students who had to be marked negatively during the Spring lockdown as per Government guidelines if they were offered a place in school but subsequently declined. The final percentage column shows the same breakdown for 2019-2020.

YEAR GROUP COMPARISON						
		01/09/2020 AM to 23/07/2021 PM		2020-21 NOT INCLUDING SPRING LOCKDOWN WHERE VULNERABLE STUDENTS WHO WERE OFFERED PLACES AT SCHOOL AND DECLINED WERE MARKED NEGATIVELY AS PER GOV GUIDELINES		02/09/2019 AM to 24/07/2020 PM
		Attendances		Attendances		Attendances
Year Group 7	Pupil Premium	90.25	Pupil Premium	91.24	Pupil Premium	91.92
Year Group 7	Not Pupil Premium	95.42	Not Pupil Premium	96.35	Not Pupil Premium	95.83
Year Group 8	Pupil Premium	86.53	Pupil Premium	87.41	Pupil Premium	92.69
Year Group 8	Not Pupil Premium	93.11	Not Pupil Premium	93.90	Not Pupil Premium	95.32
Year Group 9	Pupil Premium	89.38	Pupil Premium	90.50	Pupil Premium	91.46
Year Group 9	Not Pupil Premium	93.94	Not Pupil Premium	94.18	Not Pupil Premium	94.87
Year Group 10	Pupil Premium	87.77	Pupil Premium	88.75	Pupil Premium	88.8
Year Group 10	Not Pupil Premium	92.69	Not Pupil Premium	93.37	Not Pupil Premium	95.05
Year Group 11	Pupil Premium	76.34	Pupil Premium	76.64	Pupil Premium	91.76
Year Group 11	Not Pupil Premium	83.32	Not Pupil Premium	83.28	Not Pupil Premium	95.43

The data shows that across all of the year groups, the gap between PP and none PP learners is between 4-6% with no year group having a narrow gap in overall attendance. When we compare to the data from the year before the gap was narrower across all year groups with the exception of year 10 being 2% closer this academic year. This is a difficult year to analyse this particular data however, due to the impact that COVID-19 had, in particular on families of lower socio-economic backgrounds, as well as many issues surrounding mental health.

For whole school:

**WHOLE SCHOOL COMPARISON**

01/09/2020 AM to 23/07/2021 PM

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	577	86.93	7.47	5.6	4.02	0.62
Not Pupil Premium	312	91.81	6.18	2.01	2.32	0.28

2020-21 NOT INCLUDING SPRING LOCKDOWN WHERE VULNERABLE STUDENTS WHO WERE OFFERED PLACES AT SCHOOL AND DECLINED WERE MARKED NEGATIVELY AS PER GOV GUIDELINES

	Attendances
Pupil Premium	87.80
Not Pupil Premium	92.30

02/09/2019 AM to 24/07/2020 PM

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	460	91.42	3.91	4.68	2.56	0.29
Not Pupil Premium	299	95.29	2.33	2.38	1.38	0.06

Again, similar findings are clear for whole school with the gap widening over last year compared to the previous year and punctuality also being hit over the past year. As well as COVID-19 we also need to consider two other big factors for the data being hit last academic year; the introduction of more than 120 students from Newall Green High School and the overall increase in pupil premium numbers as a percentage within the school.

It is clear that strategies are needed to tackle this particular outcome and the school has invested (as per the plan above) in an extra attendance officer to improve on this.

**To increase the participation of disadvantaged pupils in all aspects of the school’s wider curriculum**

COVID-19 had the biggest impact on this particular outcome due to the various levels of restrictions that were put in place. Schools were not allowed to run early morning or afternoon clubs for the majority of the year, all trips and educational visits were cancelled, external interventions such as music tuition and mentoring etc. were not allowed due to people not be allowed on site. With all of this considered, it was very difficult to provide wider, educational and cultural opportunities for our pupils.

One area that we were able to focus on and ensure learners were not disadvantaged further, was ensuring all pupil premium students were offered the relevant resources in order to undertake remote learning such as laptops and WIFI etc. as well as hard copies of work and stationery if they requested this. In addition, all year 10 pupil premium learners were provided with a GCSE revision pack, which included revision guides, revision cards and other resources to help them work towards their GCSE courses. All students were given an SEMH pack in the post to help with any mental health issues related to isolation.

During the isolation periods, pastoral phone calls were made to all students once a fortnight minimum in order to check on the welfare and levels of engagement of all students and the wider

family. In addition, all year 11 students received virtual careers appointments and telephone appointments in order to help prepare them for further education.

School provided free school meal vouchers for all students who were entitled to this in accordance with national expectations.

A pupil voice was conducted weekly by Progress Leaders even during isolation in regards to all aspects of school life, in line with OFSTED guidelines. Each sample included as least 50% of PP students.

For the upcoming academic year, we already have many interventions, trips, mentoring programmes etc. up and running and so will have a clearer picture of impact for learners over the next 12 months in this area.

The biggest undertaking later in the year will be to draw up a whole school provision map of all activities that students have been involved in whether this be careers, educational visits, mentoring etc. so that there can be quick and precise tracking and analysis of all activities taking place within the school.

### **To develop more quality first teaching through CPD to improve engagement and progress of SEND students with PP**

There were many CPD sessions for staff to participate in last year which were adjusted in order to cater for a drastic change in the academic year in terms of COVID-19. The training had to take the focus of remote learning and keeping safe online, including how to conduct lessons remotely, accessing platforms such as Microsoft Teams and many more. A selection of training for all staff included:

- Remote Learning Task
- Narrated Power Point/ Microsoft Teams Training
- Homework and marking
- Microsoft Teams training
- GCSE POD
- EAL Training remote
- Safeguarding
- SEND - Focus: Data; Referral; Reasonable Adjustments

In addition to these sessions, there were also bespoke sessions for staff in terms of individual needs and support sessions where necessary to help with improved teaching and learning. Many staff also requested funding for and undertook online training through organisations such as the National Schools Partnerships and the National College etc.

All whole school staff sessions were compulsory and registers were taken to track participation ensuring that all staff had equal training and fulfilled all legal requirements in areas such as Safeguarding.

In order for quality first teaching to take place during this time, all staff were provided with the relevant resources such as lap-tops, headsets, cameras and interactive whiteboards (where requested). Having the correct tools and the training ensured that the school was able to set up a successful remote learning platform for all learners to access.

## 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*

<b>Programme</b>	<b>Provider</b>
National Tutor Trust Mentoring	National Tutor Trust
Lexia Power-up	Lexia
Myon	Accelerated Reader
Seneca	Seneca
Dr Frost	Dr Frost
PiXI	PiXI
Kerboodle	Kerboodle