



**PUPIL PREMIUM  
REPORT AND STRATEGY  
and  
CATCH UP  
2020/21**

At Saint Pius X Catholic School all children are treated equally and fairly. However, we are aware that students do not all have the same circumstances as each other, especially with regard to financial or social opportunities, and that we have a responsibility to help students overcome any disadvantages so they can reach their academic potential and take their place as fully responsible members of society. The Pupil Premium is a Government initiative which targets additional funding at those students deemed to be 'disadvantaged'.

The circumstances which the Government considers to lead to a degree of disadvantage are those which have resulted in students:

- requiring free school meals within 6 years;
- becoming looked after by the Local Authority (for a day or more);
- moving schools on a number of occasions due to parents in the Armed Services.

Where a student is identified as potentially at a disadvantage the impact of their disadvantage is assessed in order to target resources and strategies to maximum effect. Many different strategies have been tried to improve the progress and attainment of pupil premium students and it is essential that intelligent use of the resources is applied in order to benefit those students in the areas of their greatest need which may range from basic literacy and/or numeracy difficulties through to significant mental health issues impacting on attendance and/or behaviour.

Each student has a key member of staff responsible for monitoring their progress. This may be the form tutor, student manager, student support manager, SENCO, Y11 mentor or a member of the Senior Leadership Team. The Student Support Centre is a central focus for much of the work related to behaviour and other pastoral issues for these, and other, students.

A range of strategies and resources have been, and will be, used to improve the outcomes for disadvantaged students, taking note of research by organisations such as the EEF. No single intervention provides a solution to the varied and sometimes very complex needs of these students but will include:

### **DEVELOPING PEDAGOGY**

Ensuring staff have access to high quality CPD to enhance their subject knowledge and the best ways of building students' knowledge and developing their skills.

### **CURRICULUM SUPPORT** such as:

- additional teaching in English and maths (1:1 tuition or small group work);
- English and maths intensive boosters;
- on-line resources such as the Lexia reading programme;
- funding to provide access to good quality enrichment opportunities;
- quality, impartial careers advice and guidance from a qualified Careers Adviser;
- provision of resources and equipment to ensure access to all aspects of the curriculum. This may be individual allocation of revision guides or materials or ingredients for technology subjects, or broader such as improved ICT resources through the provision of laptop trolleys in more areas around school to allow students to improve the quality of their work and greater access to curriculum resources both in and out of school hours through the VLE.

### **PASTORAL SUPPORT** such as:

- support from the Student Support Centre for attendance and behaviour;
- access to the diocesan counsellor.

## IN 2019/20 THE PUPIL PREMIUM FUNDING WAS USED IN THE FOLLOWING WAYS

USE	COST	RATIONALE
Additional maths teacher	£47,250	Improved support for students by providing additional intervention.
Specialist literacy teacher (part funded by catch-up)	£20,250	The availability of a specialist teacher for literacy enables the assessment and accurate diagnosis of the difficulties of pupil premium students and then then the putting into place of interventions to begin to address these barriers to learning. This work is largely 1:1 but may also involve small groups of students with similar needs.
Alternative curriculum provision	£18,000	For a small number of students a personalised curriculum, often with a work based placement is required in order to maintain their connection to school and engagement in learning and to ensure appropriate post-16 progression routes. It can be a challenge to capture some of these students so a range of options are offered which are sometimes short term and relatively costly but necessary.
Diocesan counsellor	£6,000	Many students have mental health issues and/or complex home and family circumstances which cause distress and anxiety and hinder their chances to achieve their best at school. As part of our wellbeing programme these students are offered counselling. 45% of the students referred for counselling are pupil premium students. 40% of those referred in 2017/18 required no further intervention and expressed a high level of satisfaction at the support provided.
Subsidies/Enrichment	£20,000	Some of our students find it difficult to access the basic elements required to come to school and function effectively. This may be because there is an issue in the purchase of an item of uniform, lack of equipment or resources for example to carry out practical work in subjects such as food technology. Peripatetic music lessons provide enrichment for several talented students.
Assistant Headteacher as lead for student support centre	£10,000	The leader of the Centre being a former Head of Department and a member of the Leadership Team has ensured there is a balanced approach in terms of the pastoral/nurturing element of the Centre and the need to maintain an academic thrust with the students supported there.
Additional Student Support Manager	£20,400	The Student Support Centre supports students across the school but a higher proportion of the pupil premium cohort than others. The additional Pastoral Manager has enabled
Accelerated Reader	£5,900	In order to improve reading 40 licences have been purchased to trial Accelerated Reader with students in Y8 who were identified as poor readers in Y7. This is a well-established programme and is endorsed by the EEF.
Lexia	£3,000	The use of the Lexia software with students experiencing literacy problems enables an independent and personalised approach to improving their specific difficulties.
Attendance support clerical worker	£3,000 (including	The attendance of students in receipt of the pupil

	SIMS training)	premium is lower than that of other students. Improving the attendance of these students is a school priority. Additional clerical support will enable the identification of emerging issues more quickly, the building of relationships with parents and carers and a more focused response and prompt putting into place of strategies.
Appointment of Associate Assistant Headteacher - well being	£10,000	Increasing mental health issues in students around examination times, but also amongst younger students is of concern and strategies around how to cope with examination stress and other aspects of life will be developed.
Purchase of Heartmath resources	£4,000	The Heartmath programme is a recognised resource which will be used with individual students, staff and whole classes in Y7 to provide a practical strategy to understanding reactions and develop resilience in the face of adversity.
Teaching assistant to support MFL	£2,000	In order to encourage a greater uptake of MFL a native speaker will be available for some lessons to help build those skills required in oral work.

## HOW WE WILL USE PUPIL PREMIUM FUNDING IN 2020/21

New from September 2020 will be:

### LIBRARIAN

**Cost: £21,246**

The value of reading and its encouragement in a variety of ways is aided by the library being fully staffed. Pupil premium students benefit from the small reading intervention groups which take place in the library.

Plans are in place for additional opening hours beyond the school day for a range of activities such as reading for pleasure and completing work.

The successful strategies from 2019/20 will continue into 2020/21 i.e.

- **ADDITIONAL MATHS TEACHER**  
**Cost: £49,755**
- **LITERACY CATCH-UP TEACHER (Part funding)**  
**Cost: £17,080**
- **ALTERNATIVE CURRICULUM PROVISION**  
**Cost: £18,000**  
An NCFE horticulture qualification is now being offered in school but delivered by an external provider to provide both a nurture opportunity for younger students and an alternative qualification for those who are older.
- **DIOCESAN COUNSELLOR**  
**Cost: £14,360**
- **SUBSIDIES/ENRICHMENT**  
**Cost: £20,000**
- **ASSISTANT HEADTEACHER AS LEAD FOR STUDENT SUPPORT CENTRE**  
**Cost: £10,000**
- **ADDITIONAL PASTORAL MANAGER**  
**Cost: £23,907**
- **ATTENDANCE SUPPORT CLERICAL WORKER**  
**Cost: £3,000**
- **ASSOCIATE ASSISTANT HEADTEACHER – WELL BEING**  
**Cost: £10,000**

- **TEACHING ASSISTANT TO SUPPORT MFL**  
Cost: £2,000
- **PIXL SUBSCRIPTION**  
Cost: £3,000

Pupil premium funding will no longer be used for:

Accelerated Reader which had less impact than required so will not continue. The specialist literacy teacher has been replaced by an English teacher to provide a link between the development of literacy skills and the English curriculum. The Heartmath resources do not need purchasing again.

#### IMPACT OF PUPIL PREMIUM FUNDING - CLOSING THE GAP

PERFORMANCE MEASURE		Pupil premium students	Other students	Difference
PROGRESS 8	2018	-0.61	-0.05	0.61
	2019	-0.36	-0.01	0.35
	2020	-0.06	0.20	0.26
PROGRESS 8 ENGLISH	2018	-0.59	-0.27	0.32
	2019	-0.58	-0.18	0.40
	2020	-0.34	0.02	0.36
PROGRESS 8 MATHS	2018	-0.52	0.01	0.53
	2019	-0.21	0.09	0.30
	2020	0.32	0.08	-0.24
ATTENDANCE	2018	90.8%	93.4%	2.6
	2019	90.2%	94.1%	3.9
	2020			
EXCLUSIONS	2018	83.0%	17.0%	66
	2019	60.0%	40.0%	20
	2020			

#### Y7 LITERACY AND NUMERACY CATCH-UP PREMIUM

The Y7 literacy and numeracy catch-up premium is additional Government funding given to schools to address the needs of those students who have not reached the expected standard in reading and/or maths at the end of KS2.

In 2020/21 the school received £13,500 in catch up funding. There were 22 students not at the standard for maths (11 pupil premium) and 26 (14 pupil premium) not at the standard for English reading.

This funding was shared between the costs of employing the additional English specialist and the additional maths teacher (part funded through pupil premium funding).

**PUPIL PREMIUM STRATEGY 2020/21**

1. Summary information					
Academic Year	2020/21	Total PP budget	£194,765	Date of most recent PP Review	N/A
Total number of pupils	662	Number of pupils eligible for PP	203 (30.6%)	Date for next internal review of this strategy	July 2021
Pupil premium co-ordinator: S. Smith			Pupil premium link governor: Sandra Butterworth		
2. Attainment in most recent examination year (2019/20)		Pupils eligible for PP	Pupils not eligible for PP (national average)		
% achieving 4+EM		49.0%	N/A		
% achieving 5+EM		28.9%	N/A		
Progress 8 score average		-0.06	N/A		
Attainment 8 score average		39.2	N/A		

Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> (issues to be addressed in school, such as poor literacy skills)		
A.	Literacy and numeracy skills on entry to Y7 are typically lower for PP students. More PP students are identified with SEND than other students (entry data).	
B.	LAC and those with mental health and other issues are not succeeding in mainstream education and finding appropriate alternative provision is not always leading to successful outcomes.	
C.	Attitudes and behaviour to learning tend to be less positive amongst PP students as reflected in PASS survey data typically showing lower confidence levels, behaviour statistics and exclusion data. This is also linked to increased risk factors re mental health issues.	
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for PP students are lower across all year groups than other students. There is a subsequent impact on attainment and progress. PASS survey data shows higher negative attitudes towards attendance.	
2. Desired outcomes (and how they will be measured)		Success criteria
A.	Increased levels of progress in literacy and maths for Y7/8 students eligible for PP. Measured through whole school, department and SEND assessments.	Y7/8 PP students make progress through support programmes in maths and English.
B.	Provision for those students experiencing difficulties enables them to achieve and have successful post-16 progression. Measured through post-16 destinations data (including NEETS data).	Alternative provision more carefully monitored to ensure curriculum is appropriate, attendance and progress more closely tracked. Students make suitable and successful post-16 transition.
C.	Expectations raised for PP students. Measured through comparison of previous levels of participation in activities and post-16 destinations.	PP students have greater awareness of available opportunities and participate in them more.
D.	Increased attendance rates for pupils eligible for PP. Measured through attendance data.	Overall attendance for PP improves. Students with persistent absence no higher than the national average.

## PLANNED EXPENDITURE FOR 2020/21

<b>CLASSROOM PEDAGOGY</b>					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>Rationale</b>	<b>Ensuring implementation</b>	<b>Staff lead</b>	<b>Review date</b>
Improved retention and retrieval skills amongst students.	CPD for staff. INSET time to develop strategies and resources.	EEF research, Wellcome Trust/SHU project.	<ul style="list-style-type: none"> <li>Accurate recording of INSET time and evaluation of impact.</li> </ul>	MUR/BRO	<ul style="list-style-type: none"> <li>December 2020</li> <li>March 2021</li> <li>July 2021</li> </ul>
<b>Total budgeted cost</b>					<b>£10,000 (cover, resources, AQA courses)</b>

<b>TARGETED SUPPORT</b>					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>Rationale</b>	<b>Ensuring implementation</b>	<b>Staff lead</b>	<b>Review date</b>
Improved literacy levels for students in Y7/8, including those with dyslexic tendencies.	Lexia online learning programme.	Improvement literacy levels of students on the intervention previously.	<ul style="list-style-type: none"> <li>Clear responsibility for tracking progress.</li> <li>IT resources readily available.</li> </ul>	ROB	<ul style="list-style-type: none"> <li>December 2020</li> <li>March 2021</li> <li>July 2021</li> </ul>
<b>Total budgeted cost</b>					<b>£750</b>
Improved literacy skills for students In Y7-9.	Individualised 1:1 literacy programmes or in small groups (no more than 3 students) by withdrawal from lessons.	Proven consolidation of key skills with subsequent improvement in written work in subjects such as English from previous intervention.	<ul style="list-style-type: none"> <li>Ensure appropriate time for withdrawal.</li> <li>Ensure students see the benefits quickly to develop good 'buy-in'.</li> </ul>	MYN	<ul style="list-style-type: none"> <li>December 2020</li> <li>March 2021</li> <li>July 2021</li> </ul>
<b>Total budgeted cost (part paid via catch-up)</b>					<b>£17,800</b>
Improved outcomes for maths GCSE.	Additional maths teacher to reduce group sizes and enable additional intervention.	Maths outcomes improving.	<ul style="list-style-type: none"> <li>Tracking of data.</li> <li>Observations.</li> <li>Work scrutiny.</li> <li>Student voice.</li> </ul>	PER	<ul style="list-style-type: none"> <li>At calendared dates.</li> </ul>
<b>Total budgeted cost (part paid via catch-up)</b>					<b>£49,775</b>
Improvement in speaking skills of students in Spanish.	Native Spanish speaker employed as TA for one day/week.	School's experience of the use of FLAs.	<ul style="list-style-type: none"> <li>Observation.</li> <li>Student voice.</li> <li>Assessment data.</li> </ul>	BAS	<ul style="list-style-type: none"> <li>January 2021</li> <li>June 2021</li> </ul>
<b>Total budgeted cost</b>					<b>£3,975</b>
Improved attitudes to learning.	PiXL resources.	Evidence from PiXL.	<ul style="list-style-type: none"> <li>Monitor activities.</li> <li>Student voice.</li> </ul>	YAT	<ul style="list-style-type: none"> <li>December 2020</li> <li>March 2021</li> <li>July 2021</li> </ul>
<b>Total budgeted cost</b>					<b>£3,000 (PiXL subscription)</b>
Improvement in	Diocesan Counsellor.	Fewer students with	<ul style="list-style-type: none"> <li>Important to 'triage'</li> </ul>	YAT/SSC	<ul style="list-style-type: none"> <li>December 2020</li> </ul>

mental health issues for students.		anxiety in school.	students in order to make best use of available time.		<ul style="list-style-type: none"> <li>• March 2021</li> <li>• July 2021</li> </ul>
<b>Total budgeted cost</b>					<b>£14,360</b>

<b>WHOLE SCHOOL APPROACHES</b>					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>Rationale</b>	<b>Ensuring implementation</b>	<b>Staff lead</b>	<b>Review date</b>
Improved tracking of interventions for behaviour.	LT appointment of SSC leader. Additional Pastoral Manager.	More accurate tracking of behaviour, subsequent actions and their impact, with a reduction in the number of behaviour issues.	<ul style="list-style-type: none"> <li>• Close tracking and immediate.</li> <li>• Continuing development of BM strategies with some staff.</li> </ul>	YAT	<ul style="list-style-type: none"> <li>• December 2020</li> <li>• March 2021</li> <li>• July 2021</li> </ul>
<b>Total budgeted cost</b>					<b>£10,000</b>
Improved attendance of PP students.	Additional student support centre appointment. Clerical support.	Improving tracking of attendance of all groups of students with quicker responses to non-attendance and subsequent positive impact. Building better relationships with parents through more personalised approach.	<ul style="list-style-type: none"> <li>• Tracking system requires simplicity and transparency.</li> <li>• Tracking and subsequent analysis must be done frequently and regularly in order to act with impact.</li> </ul>	DIX/LOV	<ul style="list-style-type: none"> <li>• Half-termly.</li> </ul>
<b>Total budgeted cost</b>					<b>£20,400 (Pastoral Manager)</b>
Alternative curriculum options.	Greater personalisation of the curriculum (e.g. school-based horticulture option and external work placements) for those students for whom full-time mainstream is not appropriate.	Improved attitudes in school, better attendance levels, and improved behaviour.	<ul style="list-style-type: none"> <li>• Ensure suitable alternatives.</li> <li>• Regular monitoring of placements.</li> </ul>	YAT	<ul style="list-style-type: none"> <li>• Half-termly.</li> </ul>
<b>Total budgeted cost</b>					<b>£15,000</b>
PP students have opportunities to widen their awareness of and participation in aspiration raising activities and events.	Funding available to ensure access to extracurricular opportunities and resources such as peripatetic music lessons.	PP students have the same opportunities for enrichment activities as other students.	<ul style="list-style-type: none"> <li>• Ensure PP are encouraged to apply and parents/carers know financial support is available.</li> </ul>	SLT/LAW	<ul style="list-style-type: none"> <li>• Termly.</li> </ul>
<b>Total budgeted cost</b>					<b>£15,000</b>



Improved wellbeing and ability to cope with exam pressure.	Associate assistant HT appointed to develop training and strategies to support students. Heartmath programme.	Increasing mental health issues in students at exam time, but also lower down in school also.	<ul style="list-style-type: none"> <li>• Observation of training.</li> <li>• Student voice.</li> <li>• Working with Diocesan wellbeing team.</li> </ul>	DAD/DIX	<ul style="list-style-type: none"> <li>• January 2021</li> <li>• June 2021</li> </ul>
<b>Total budgeted cost</b>					<b>£14,200 (AAHT)</b>
Increased use of the library and its resources to encourage reading for pleasure and to provide space for homework and revision.	Appointment of full-time librarian.	Previous experience of school homework club. Importance of reading in a variety of research.	<ul style="list-style-type: none"> <li>• Plan for activities.</li> <li>• Monitoring of numbers using resources.</li> </ul>		<ul style="list-style-type: none"> <li>• January 2021</li> <li>• July 2021</li> </ul>
<b>Total budgeted cost</b>					<b>£21,246</b>