

Pupil Premium Strategy Statement

This statement details our **academy's** use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged **students**.

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 **academy**.

School overview

Detail	Data
School name	The Palmer Catholic Academy
Number of pupils in school	1190
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr Paul Downey
Pupil premium lead	Mrs Pascoe-Matthews
Governor / Trustee lead	Mrs Marian Leslie-Povoas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,985
Recovery premium funding allocation this academic year	£21,025
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	£276,010

Part A: Pupil Premium Strategy Plan

Statement of intent

The aim of the funding allocated to The Palmer Catholic Academy for 2021-2022 will be used to bridge gaps between disadvantaged students and their peers. As an academy it is our intention that our strategies are embedded in whole school practices that seek to create an ethos of high aspirations and attainment for all students.

We understand that the needs of students identified as disadvantaged are diverse and require varied support. We have looked at what has worked for our academy and current research around good practices to create strategies. The new model makes it clear that quality first teaching has a significant impact on the learning of all students.

The academy is committed to a long-term collective approach to addressing disadvantages of our students. All staff will understand their individual and collective responsibilities in ensuring that irrespective of students' background or the challenges faced they make good progress and achieve high attainment across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged students is currently not in line with non-disadvantaged students across GCSE 'Open Bucket' subjects resulting in lower progress scores for disadvantaged students.
2	Literacy /Comprehension levels of disadvantaged students who also have SEN needs are currently below non-disadvantaged students as reported by our annual reading assessments.
3	The number of students from disadvantaged backgrounds needing pastoral support has increased since the pandemic and this is having a negative impact on their academic progress and wellbeing in some instances.
4	Persistent absence for some of our disadvantaged students puts them at risk of underperforming especially in years 8 and Year 9. Years 8 and 9 have a gap of approximately 4% when compared to all other year groups with zero to less than 1% gap between the disadvantaged and non-disadvantaged peers.

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, progress 8 score on par with non-disadvantaged students.	<p>By the end of 2024/2025 there will be a maximum of a 5% gap between the progress of disadvantaged and non-disadvantaged students.</p> <p>2024/25 KS4 outcomes for disadvantaged students: an average Attainment 8 score of Progress 8 score 0.40</p>
Improved reading ages/reading comprehension among disadvantaged students across KS3.	<p>A larger proportion of disadvantaged students have lower reading ages than their non-disadvantaged peers.</p> <p>2024/25 reading ages for year 9 disadvantaged students should be above the national average and in line with non-disadvantaged students at the academy.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>All students seeking pastoral support will be seen by one of our mentors.</p> <p>By 2024/25 it will be fully embedded in our practice with disadvantaged students receiving pastoral support as part of early intervention relating to wellbeing and also maintained when needed.</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>the overall absence rate for all students being no more than 5%, and removing the attendance gap between disadvantaged students and their non-disadvantaged peers in current years 8 and 9.</p> <p>The percentage of all students who are persistently absent being below 10% and the attendance gap figure among disadvantaged students being no greater than their peers.</p>

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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The academy will recruit good to outstanding teachers to ensure outstanding quality first teaching.</p>	<p>Teaching and learning – Research conducted by the EEF found that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. Quality first teaching, recruitment, retention and professional development will be part of our key focus.</p> <p>High standard of teaching benefits all students including pupil premium (Education Endowment Fund). DFE research 2015 – Leaders in schools that were more successful “focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours”.</p>	<p>1</p>
<p>The academy will invest in top quality CPD for whole staff training needs and will also support colleagues in external training for example the NPQ programmes. The academy will cover the cost for daily cover for staff participating</p>	<p>Teaching is a lifelong learning profession and it is imperative that teachers and teaching assistants are aware of current policies, strategies and research.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality Assurance of Teachers Continuing Professional Development.pdf</p>	<p>1, 2</p>
<p>The academy will carry out subject reviews with internal staff as well as external consultants/experts</p>	<p>Reflecting on current practices will help schools to recognise what is working in the best interest of children and staff for excellent progress.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality Assurance of Teachers Continuing Professional Development.pdf</p>	<p>1,2</p>

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint a trained LSA to lead on Ruth Miskin and other Literacy intervention for Years 7 to 9.</p>	<p>Young people who leave school without good literacy skills are held back at every stage of life. (EEF 2019) The EEF further asserted “by attending to the literary demands of their subjects, teachers increase their pupil’s chance of success in their subjects”</p> <p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	2
<p>Pupil Premium Lead / Progress and Outcomes Lead Practitioner and other key staff to all plan and implement a school-led tutoring for pupils whose progress has been affected by the many disruptions during the pandemic. Disadvantaged and SEN children will be prioritised for tuition but other children whose education has been disrupted will gain access to the programme. .</p>	<p>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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Our progress and Outcomes -Lead Practitioner to collaborate with HOD to ensure disadvantaged students in years 11 & 13 are included in master classes</p>	<p>Target support based on teacher assessment and implementation have always supported pupils where there are small gaps to be filled. Master classes will help to prepare students with exam style questions.</p>	1
<p>Students to be assessed and allocated appropriate intervention groups for reading comprehension using Accelerated Reading, Ruth Miskin, Lexia or Language for Thinking.</p>	<p>The school has invested in Accelerated Reader, Ruth Miskin and Lexia and they have been known to help students progress with reading comprehension. Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	2

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

Budgeted cost: £ 108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional training for our pastoral team and ensure all Key Stages have staff members with non-teaching commitments to support students.</p> <p>The academy will maintain the current provision of 3 fulltime mentors and 3 pastoral assistants.</p>	<p>Pastoral needs – There is a strong pastoral team and we will look to use this as a strategy to support students who show signs of social and emotional mental health concerns. The pastoral team will be vital in our parental engagement strategies with early and regular communication between home and the academy.</p> <p>As a Catholic academy, we recognise the needs of the individual and the care for those most vulnerable. Catholic social teaching promotes the 'preferential option for the disadvantaged' and the attention to put the needs of others first. The clear focus on the overall care and development of our disadvantaged students is integral to the ethos of the academy.</p>	3
<p>We will retain our current pastoral/ disadvantaged support assistant to work specifically with our disadvantaged students who are prior low attainers on areas of concerns around engagement in lessons and attendance.</p>	<p>As a non-teaching member of staff students have regular meetings with the named staff and a good partnership has been established with families.</p> <p>Attendance and attitude to learning are tracked and support provided.</p>	4
<p>The EWO will continue to meet with HOYs on a regular basis to support students and families where attendance is a cause for concern.</p>	<p>Attendance – This remains a whole school focus. There is no denying the link between good progress and attendance.</p> <p><i>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</i></p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the</p>	4

	<p>end of KS2 and KS4 (DFE 2016). The links between attendance and achievement are strong.</p> <p>Students with persistent absence are less likely to attain at school and stay in education after the age of 16 years (National Strategies)</p>	
<p>Contingency fund for acute issues. Such as uniform etc.</p>	<p>£8,000 has been set aside to support disadvantaged students in areas not identified above.</p>	

Total budgeted cost: £ 273,000 + £3,000 contingency

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.

Our summer 2021 results indicated that disadvantaged students performed lower in all main categories than their non-disadvantaged peers. The gaps were wider than the last time we had external exams in 2019. Our targets were not achieved this academic year. While disadvantaged students had positive results in the following areas: P8 (Maths, English and Ebacc) the progress 8 score for the open bucket was disappointing. Disadvantaged students had a progress 8 score in the Open Bucket of -0.268 (CAGS) while non-disadvantaged students' progress 8 score in the open bucket category was +0.661. Based on current year 10 data it will be an area of focus this academic year.

COVID-19 had a negative impact on the progress of our disadvantaged students with disruptions in most subject areas especially where students needed to complete practical work that could not be done at a good standard online. We were not able to fully implement some of the quality first teaching strategies expected to yield outstanding outcomes. Some of our students benefited from the National Tuition Programme but the mode of delivery was a barrier for some of our students as it was delivered online.

Overall attendance at academy is above national average. Attendance to some online lessons was an issue for some of our disadvantaged students and this affected progress. It is more prudent now that our disadvantaged students are back to face-to-face learning that they are in school every day, which is why attendance is a focus of our current plan. Our data has indicated that two-year groups will need to be the focus of targeted attendance intervention.

Our assessment of the impact of COVID-19 has indicated that the wellbeing of some of our learners were impacted negatively. There was a need for additional pastoral support and additional counselling sessions. Pastoral care remains a high priority in supporting our disadvantaged students.

Our whole school literacy strategy was launched and staff trained to deliver our literacy programme in small groups. This was affected by staff having to isolate the lockdown period between January and March and also student attendance. Again, the target is not fully achieved and will remain as one of our areas of focus.

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
Fresh Start	Ruth Miskin
Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible students?	N/A

Further information (optional)

The Pupil premium funding will also be used to support students for specific individual needs such as DofE (<https://www.dofe.org/>), uniform, equipment, trips, music lessons and other areas of needs. We will also be introducing a group of students to Stepladder (<http://thestepladder.org/>)

Parental engagement will be key to the successful implementation of the pupil premium policy especially in areas of attendance and school-led Tuition.