

Pupil premium strategy statement

Overview

The aim of the funding allocated to The Palmer Catholic Academy for 2019-2020 will be used to bridge gaps between disadvantaged students and their peers. As an academy we want to ensure 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. Our students will be treated as individuals. 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 huge impact on the learning of all students.

School overview

Metric	Data
School name	The Palmer Catholic Academy
Pupils in school	1114
Proportion of disadvantaged pupils	189 (17%)
Pupil premium allocation this academic year	£277,000.
Academic year or years covered by statement	2019-2020.
Publish date	November 15 th 2019
Review date	November 14 th 2020
Statement authorised by	Mr P Downey
Pupil premium lead	Mrs T Pascoe-Matthews
Governor lead	Mr J Bau-Mann

Disadvantaged pupil performance overview for last academic year

Progress 8	0.152
Ebacc entry	9 (19.6%)
Attainment 8	46.9
Percentage of Grade 5+ in English and maths	47.8%

Overall pupil performance overview for last academic year

Progress 8	0.41
Ebacc entry	37 (19.6%)
Attainment 8	53.90
Percentage of Grade 5+ in English and maths	59.8%

The following key areas have been identified:

Targets	Rationale
<p>1. 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>2. Literacy – There will be a strong focus on a whole school literacy drive with targeted support at years 7 and 8.</p>	<p>Young people who leave school without good literacy skills are held back at every stage of life. (EEF 2019) The EEF further <i>asserted “by attending to the literary demands of their subjects, teachers increase their pupil’s chance of success in their subjects”</i></p>
<p>3. 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>
<p>4. Culture Capital - to offer access to extra-curricular/enrichment opportunities, regardless of the student’s background so that all aspects of the learned curriculum are available to all students.</p>	<p>Sutton Trust research (2015) found children “were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or school”.</p>
<p>5. Attendance – This remains a whole school focus. There is no denying the link between good progress and attendance.</p>	<p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 (DFE 2016). The links between attendance and achievement are strong.</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years (National Strategies)</p>

Strategy aims for disadvantaged students

Aim	Target	Target date
Progress 8	Reduce the gap between overall progress 8 score of the whole cohort and disadvantage students.	September 2020
Attainment 8	Achieve above national average Attainment 8 score for all disadvantage students.	September 2020
Percentage of Grade 5+ in English and maths	Achieve average English and Maths 5+ scores for all disadvantage students in line with peers.	September 2020
Other	Achieve positive progress 8 score for PP Open Bucket entry.	September 2020
Ebacc entry	Achieve higher than national average for EBacc Entry for all students	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment, retention and professional development of Science and MFL departments.
Priority 2	Whole school literacy focus for year 7 and 8 with the appointment of whole school literacy coordinator.
Barriers to learning these priorities address	Recruiting teachers for the science/ MFL departments. Adjustments to timetables and class sizes.
Projected spending	£110,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ruth Miskin/Lexia and Rainbow Reading Literacy interventions across year 7 and 8 for disadvantage students reading below age 10.
Priority 2	Termly progress meeting for years 10 and 11 students lead by KS lead, HOYs, SENCO and Core subjects HODs
Barriers to learning these priorities address	Cost of cover for meetings during the school day.
Projected spending	£75,000.

Wider strategies for current academic year

Measure	Activity
Priority 1	Increase the attendance of all students ensuring it is above the national average by having a dedicated family support worker on sight targeting issues around attendance.
Priority 2	The use of SISRA to provide detailed data analysis for all Pupil premium students in years 10-13.
Priority 3	Ensure that all students have access to extracurricular activities and trips. Also an introduction of the Duke of Edinburgh to benefit some of our disadvantage students.
Barriers to learning these priorities address	Parental engagement/ Ensuring that it is used by all HODs/HOY/KS Leads/ SLT after each data drop.
Projected spending	£80,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Allocating time for “outstanding teacher programme” during timetable hours	Use of internal supply from department and SLT.
Targeted support	Ensuring that timetabling take into consideration the need for small groups in the core subjects.	Extra teacher available in each core subject to deliver small group teaching within the normal allocated hours.
Wider strategies	Ensure good parent/academy partnership for early identification of support.	Termly meeting with HOY followed by parents meeting for students requiring support.

Review: last year’s aims and outcomes

(2018-2019)

i. Quality of teaching for all	
Desired outcome	Outcome
Positive overall progress 8 score for the cohort of PP students.	Progress meetings took place after each Mock exams with HOD from the 3 core subjects, Year 11 HOY, SENCO, KS4 lead, Lead mentor, Deputy HT. Outcome: Achieved
Prior attainment including reading test, for all students to be available to all teachers. PP data will be visible in all Mintclass seating plans.	Mintclass seating plans will display PP data to allow for targeted planning of teaching, learning and assessment. Outcome: achieved
To provide bespoke curriculum provision for eligible students	Service level agreement for Alternative Provision placements (if required) Count: one student attended Barking and Dagenham college
To provide high quality feedback, support and intervention that demonstrates impact on progress for PP students.	Cloud 9 and breakfast club. HLTA support of interventions in core subject. Intervention by lead mentor and his team Whole school CPD on marking and feedback /DIRT Outcome: Achieved

To improve curriculum provision for eligible students	Students have access to a wide curriculum. Outcome: Achieved
To enhance the leadership of use of data to inform teaching and learning	There has been an emphasis on the use of the SISRA data after each data drop for years 10-11. SISRA data used during progress meetings Outcome: Achieved

ii. Targeted Support	
Desired outcome	Outcome
To enhance pastoral support and monitoring of well-being of eligible students	This is a strong area for the academy. Students are well supported. Achieved
To improve drama and music grades and promote inclusion in school productions and events of those eligible	Music grades were improved. Drama grades had individual success stories but overall negative progress 8 Partially achieved
To improve literacy & numeracy of students who have not achieved the expected standard at KS2 in year 7	<u>Literacy</u> : The 'Drop everything and read' (DEAR) programme was moved to form time to ensure consistency/continuity. Numeracy: Small teaching groups in every year group. The reading ages of majority of the students went up however some students continue to show slow progress. Partially achieved
Engaging, inspiring lessons and sequences of learning which motivate and involve all students, regardless of background. Disadvantaged students to be actively brought into learning by all	Whole school training on SEND, differentiation, feedback and marking. Outstanding teacher programme Internal cover (supply)

teachers, through focused questioning, targeted seating plan, pace, challenge etc.	Internal and external CPD Targeted intervention Parent partnership Outcome : Achieved
To increase the participation of eligible students in school trips and events	Majority of PP students went on a school trip including retreats. Outcome: Partially achieved

iii. Other approaches	
Desired outcome	Outcome
To improve the safeguarding provision for eligible students	Safeguarding training during September INSET and throughout the year for new staff. Outcome : Achieved
<p>Attendance target</p> <p>Monitor attendance, punctuality and behaviour patterns within year groups to identify vulnerable cohorts of PP students. Reports, parent meetings, attendance panels etc. used proactively to engage vulnerable students and their families/ carers.</p> <p>Class teachers to manage punctuality to lessons and behaviour effectively and proactively, ensuring engagement of disadvantaged students through:</p> <ul style="list-style-type: none"> • Seating plans • High quality behaviour for learning strategies • Targeted questioning 	<p>One part time staff appointed to support PP student with issues related to attendance.</p> <p>EWO meetings with HOY</p> <p>Outcome: Achieved</p>

<p>To support emotional health and well-being and increase resilience for learning and increase self-esteem and self-confidence</p>	<p>Support from BCCS</p> <p>Learning mentor support</p> <p>Pastoral assistants</p> <p>Cloud 9 support</p> <p>Outcome: Achieved</p>
<p>Breakfast club</p>	<p>Breakfast during external exams</p> <p>Canteen open early for Breakfast Club</p> <p>Outcome: Achieved</p>