



Pupil Premium Strategy 2020-21

School Overview

Pupils in school	800
Proportion of Disadvantaged Pupils	Overall 245/800 (31%) Year 7 56/163 (34%) Year 8 56/163 (34%) Year 9 53/165 (32%) Year 10 39/151 (26%) Year 11 41/158 (26%)
Pupil Premium allocation this academic year	£196,610
Academic year or years covered by statement	2020 to 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Andrew Cafferkey
Pupil Premium lead	Stuart Henderson
Governor lead	Mike Murray

Disadvantaged Pupil performance for academic year 2018/2019 (last year of Progress 8 Scores)

Outcomes for 2019	School			National		
	All Pupils	Disadvantaged	Non-disadvantaged	All Pupils	Disadvantaged	Non-disadvantaged
Progress 8	-0.08	-0.22	-0.04	-0.03	-0.45	+0.13
Progress 8 English	-0.09	-0.12	-0.09	-0.04	-0.44	+0.11
Progress 8 Maths	-0.19	-0.18	-0.20	-0.02	-0.39	+0.11
Progress 8 EBacc	-0.28	-0.44	-0.24	-0.03	-0.49	+0.14
Progress 8 Open	+0.20	-0.08	+0.27	+0.20	-0.47	+0.12

Disadvantaged Pupil Attendance for 2018/2019 (last full year)

	Attendance		Persistent Absence	
	School	National	School	National
All Pupils	95.3	94.5	9.3	13.7
Disadvantaged	92.3	91.8	18.3	24.7
Non-disadvantaged	95.6	95.5	5.7	9.1
Eligible for Free School Meals	91.6	90.8	23.5	28.5
Not eligible for Free School Meals	95.8	95.2	7.0	10.8

Strategy aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	Further narrow P8 gap between DA and non DA pupils in line with improvements in performance seen in Summer 2019 above	September 2021
Attendance	Narrow gap between DA and Non-DA pupils	September 2021
Persistent absence	To reduce PA for Disadvantaged pupils to less than 15%, and for FSM pupils to be low 20%	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1 Quality teaching for all	Continued delivery of the key components of the Cardinal Allen “great lesson” including the further development of strategies to facilitate long term knowledge retention.
Priority 2 Close vocabulary gap	Continued delivery of strategies to close the vocabulary gap including the teaching of specific academic vocabulary
Priority 3 Close reading gap	Introduction of whole school strategies to close the reading gap. Staff to receive CPD to support delivery of this strand. Priorities 2 and 3 will become part of a new extensive whole school literacy initiative which will run concurrently with the DA strategy
Priority 4 Improve all aspects of ICT provision at home	DA students must be able to access home learning when required. This will include the allocation of devices and the allocation of home tutors via the national tutoring programme using DA and catch up funding.
Barriers to learning which these priorities address	Low levels of literacy Access to ICT provision Attendance
Projected spending	IDL £4000 Bedrock £1000 UA TLR £3800 1to1 Maths Tuition £10000 GCSE Pod £3400 Hegarty Maths £1200 Total Spend £23400

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 and KS4 for low attaining disadvantaged pupils: <ul style="list-style-type: none"> • Timetabled IDL for DA students • Timetabled Accelerated Reader sessions for pupils with weakest literacy skills • Bedrock used for HW tasks and Remote Learning, as part of English curriculum A particular focus to be on upper ability DA students
Priority 2	Numeracy interventions across KS3 and KS4 for lower attaining disadvantaged pupils. The interventions will be a combination of internal and external tutoring and support for home learning. A particular focus to be on upper ability DA students
Priority 3	Subject-specific intervention across whole curriculum outside lessons (pupil premium funding as well as Catch-Up funding and the National Tutoring Programme). This will include the purchase of software packages such as GCSE Pod and Hegarty Maths to support blended learning programmes.
Barriers to learning which these priorities address	Low levels of literacy Low levels of numeracy Access to ICT provision at home Attendance Parental support
Projected spending	SLT PP Agenda £10000 Part of HOS TLR's £7000 Targeted Literacy Support JHA hours £10000 Literacy TLR – DHA £3800 T&L TLR JNO £3800 Music Tuition £3000 Counsellor £5000 Staff Training £3000 Inclusion Manager £5000 Extra Year 11 Classes £40000 New literacy initiative £17610 Total Spend £90600

Wider strategies for current academic year

Measure	Activity
Careers and academic pathways	Careers advice and experiences are carefully mapped and recorded for all PP pupils. We will look to provide additional advice to Y10, and Y9 PP students and TFA to check students are choosing appropriately aspirational progression routes. Students who do not have an aspirational route will receive an extra careers interview and be offered additional support.
Improve homework completion for DA students	Completion rates for DA students are to be monitored via class charts. Students who are not completing homework are to be offered in school support.
Improve DA attendance	Pastoral team coordinated by DHT to support all aspects of attendance. Attendance updates to be provided at regular DA strategy meetings.
Barriers to learning which these priorities address	Improved attendance, improved parental support and engagement of students.
Projected spending	<p>£5000 Careers Advisor JSU</p> <p>£50000 Pastoral Assistants</p> <p>£10000 Attendance Awards</p> <p>£65000 Total Spend</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	In this academic year we will focus on the continued improvement of all aspects of T&L.	The curriculum work that started during lockdown will be further developed to support T&L.
Targeted support	The appointment of Maths and English tutors has the potential to free up time for key staff to support DA students in English and Maths in small groups.	We may decide to use our own staff to deliver tutoring programmes in the school holidays and after school. We will not do interventions in school time with tutors who we do not know.
Wider strategies	Attendance is still a major focus of our work	The heads of year and the DHT will coordinate this aspect of strategy.

Review: last year's aims and outcomes

At Cardinal Allen, and across schools nationally, the period from mid-March 2020 onwards was disrupted by the outbreak of Covid-19. Consequently, it was not possible to implement and evaluate all planned strategies, with plans being amended and provisions adapted to support our most disadvantaged pupils and families as the pandemic unfolded.