Pupil Premium Strategy 2020-21: Review

At Cardinal Allen, and across schools nationally, 2020-21 was dominated by Covid; the school's daily priority was to remain open for as many pupils as possible, whilst providing as safe a learning and working environment as possible. As such, it was not possible to implement or therefore evaluate our planned strategy, but we were proactive in trying to ensure that we provided as much support as possible to our most disadvantaged pupils and their families as the pandemic unfolded.

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.
So what did we do?	
Staff engaged with online CPD delivered via MS Teams and the National College due to COVID restrictions whilst in school and during enforced school closure with a focus on elements of the 'Great Lesson Expectations'. This included Rosenshines Principles of Instruction and strategies to improve student recall and retention of knowledge. During school closure, we established a clear online lesson structure in accordance with our great lesson expectations which included reviewing previous learning; building understanding and modelling new ideas; offering guided practice with scaffolding; independent learning; and quizzing to check pupil progress and inform subsequent lesson planning.	
Priority 2 Close vocabulary gap	Continued delivery of strategies to close the vocabulary gap including the teaching of specific academic vocabulary
So what did we do?	
Specialist INSET delivered to whole-staff based on strategies from Alex Quigley's 'Closing the Vocab', this including the use of the SEEC model and FRAYER Model. Departments identified ten tier 2 & 3 keywords from each scheme of learning that they will explicitly teach using the FRAYER model. Departments introduced these during the Summer term due to disruption of Spring Term through enforced school closure.	
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
So what did we do?	
All departments were asked to create recommended reading lists, which were published on the school website. Reading for pleasure was re-introduced as part of form programme for years 7-10 where pupils would read silently for a minimum of 20 minutes per week. All KS3 students were given access to a timetabled library lesson as part of the English Curriculum in which they engaged in reading. 'Everyone Reading In Class' (ERIC) introduced for years 7-10 so that pupils engaged in some topical academic reading related to different curriculum areas once per week, pupils would then discuss the key issues related to the article.	
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.

So what did we do? All DA students who did not have appropriate ICT equipment at home were offered a laptop and students who had limited access to data were given a dongle to allow them internet access. We also purchased routers for families without access to the internet. DA students in Year 10 were allocated an English or Maths tutor from the National Tutoring Programme via Pearson.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 and KS4 for low attaining disadvantaged pupils: • 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
So what did we do? The fortnightly library lessons were replaced during lockdown with audio books and access for all pupils to AR and online books.IDL and Bedrock were made available to all pupils. DA/UA KS4 pupils were all offered a booster session over Easter with our GCSE examiners.	
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
So what did we do? DA students in Year 10 participated in the National Tutoring Programme. The mathematics department used additional funding to purchase Hegarty Maths, Method Maths and the KS3 version of MathsWatch to improve the blended learning experience of our DA pupils. The mathematics department pioneered the use of tablets to improve the visualisation of mathematical concepts during MS Teams online lessons.	
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.
So what did we do? The school purchased a licence for GCSE Pod to support online learning across the whole curriculum. The school participated in the National Tutoring Programme in Mathematics and English. Our remote learning provision was intensively developed using MS Teams during the 2 national lockdowns.	

Wider strategies for current academic year

Measure	Activity
Priority 1 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.
So what did we do? Year 11 careers interviews prioritise disadvantaged students. Follow up appointments were made as described. Limited capacity to support y10 and y9 last year due to lockdowns, but should be able to make improvements this year. Scholars Programme is raising aspirations for Y8/Y9 UA DA children.	

Priority 2 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.

So what did we do? There is still a disproportionate amount of DA students receiving homework detentions but the situation is improving. A small number of students are supported to do homework during curriculum time, there is an after school homework club, and access to technology has improved due to distribution of laptops.

Priority 3 Improve DA attendance	Pastoral team coordinated by DHT to support all aspects of attendance. Attendance updates to be provided at regular DA strategy meetings.

So what did we do? Both supporting and challenging pupils and their families regarding attendance proved extremely difficult with the strict rules regarding symptoms, bubbles, close contacts, and subsequent self-isolation. We did use the Covid Catch-Up Premium to support the extension of attendance rewards into Years 7 and 8, and we continued to reward DA pupils during the Spring lockdown by using engagement scores. The only evaluation we could make was against the DfE's weekly attendance data, by which we were consistently better than national averages.