



Notre Dame School

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

**“I was disadvantaged as a child, yet
I had the advantage of being in the
company of great teachers.”**

**(A.P.J. Abdul Khan, 11th President of
India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world
hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. 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 school.

School overview

Detail	Data
School name	Notre Dame Plymouth
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	Dec 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	M Antram / A Morgan
Pupil premium lead	D Adjei
Governor / Trustee lead	J Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,150
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£250,150

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve at least as well as our non-pupil premium students. Our aim is for all pupil premium students to secure good progress including those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as our young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- construct and implement an attendance strategy that supports disadvantaged students and improves their attendance
- act to improve parental engagement with school
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve?

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students are less likely to achieve a 4+ in English and Maths in line with national data compared with non-disadvantaged students.</p> <p>The 2024 data shows that the overall attainment for the entire cohort to achieve a 4+ in both English and maths was 55%. There was a gap between disadvantaged students and non-disadvantaged students. 34% of disadvantaged students achieved a 4+ in both English and Maths</p>
2	<p>Disadvantaged students are less likely to attain in line with the national average compared with non-disadvantaged students.</p> <p>2024 results data demonstrates that overall attainment 8 was 41.6. The gap in 2024 was 13.0. There is still work to be done to eliminate the gap between disadvantaged and non-disadvantaged students .</p>
3	<p>The attendance of disadvantaged students is not in line with national figures.</p> <p>Attendance for all students during the academic year 2023-2024 was below the national average. Furthermore, attendance of disadvantaged students (76.4%) was lower than that of the non-disadvantaged student population (82.8%).</p>
4	<p>Our disadvantaged students have lower participation rates in our extra-curricular activities and additional enrichment opportunities.</p> <p>The Sutton Trust recognises that social mobility is hugely influenced by young people’s opportunities for personal development and enrichment activities.</p>
5	<p>More frequent behaviour difficulties.</p> <p>Disadvantaged students are more likely to be suspended, placed in Reset and receive detentions - this has an effect on their academic progress.</p>

6	<p>Disadvantaged students have a greater need in terms of well-being and mental health.</p> <p>Disadvantaged students are proportionally more likely to be recognised as having an SEMH need than non disadvantaged students.</p>
7	<p>Our disadvantaged students have lower aspirations in terms of Post-16 study and careers.</p> <p>Due to the attainment gap that occurs from earlier on in the disadvantaged student's life, they are less likely to make the categorisation for HPA in secondary school.</p>
8	<p>Parental engagement is lower amongst our disadvantaged families compared to non-disadvantaged families.</p> <p>Since school closures in the COVID era, opportunities for parents to engage with school have been limited and this has impacted on relationships between school and home.</p> <p>We need to ensure there are creative and different opportunities explored to eliminate the barrier between parents and schools.</p>

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
<i>Improved grade 4+ in Eng + Maths</i>	<p>Disadvantaged students will achieve or exceed the national average English and Maths 4+ scores for girls. This will be in line with their non-disadvantaged peers.</p> <p>Disadvantaged students prioritised for allocation into tutor time intervention for English and maths.</p> <p>Reduce the attainment gap to 0.5 or lower in the next 3 years.</p> <p>2024/25 - gap less or equal to 1.</p> <p>2025/26 - gap less or equal to 0.7</p> <p>2026/27 - gap less or equal to 0.5</p>
Achieve national average for attainment (A8) for all pupils	<p>Disadvantaged students will achieve the national average attainment score (A8) for all pupils. This will be in line with their non-disadvantaged peers.</p> <p>Disadvantaged students targeted to receive intervention.</p>
Overall disadvantaged attendance to be in line with national figures.	<p>Overall disadvantaged attendance to be at 95% or above.</p> <p>Reduction of PP students who are classified as persistently absent.</p>

<p>Improve student well-being (Mental health):</p>	<p>To increase the % of PP students accessing wellbeing interventions such as Young Devon and Kaleidoscope.</p>
<p>Wellbeing (Behaviour): To promote high standards of behaviour for disadvantaged students with members of staff recognising that most are likely to need more pastoral support in order to achieve in line with their non-disadvantaged peers.</p>	<p>Reduce the percentage of disadvantaged students receiving behaviour sanctions. Disadvantaged behaviour points to be in line with non-disadvantaged.</p> <p>Data trawls and tracking will confirm that disadvantaged students' behaviour points on Class charts and other reporting systems is 3% below their non-disadvantaged counterparts and that they receive pastoral support when behaviour falls below what is expected.</p> <p>Bespoke behavioural strategies are designed for students with extra needs for example SEND.</p> <p>Data will suggest that disadvantaged students are getting comparable rewards through any school rewards and reward points comparable to their non - non disadvantaged peers.</p>
<p>Wellbeing (Rewards) To recognise the achievements and positive behaviour of disadvantaged students to support their wellbeing and their sense of belongingness in the school.</p>	<p>Disadvantaged students will be proportionally represented in all school programmes and students panels.</p> <p>Disadvantaged students will be proportionally and fairly rewarded in all school reward schemes.</p>
<p>To raise aspirations in terms of Post-16 study and career plans.</p>	<p>Raising Aspirations - top PP students even if not on HPA list Standardised score 105+</p> <p>To compensate for this disadvantage, PP students with a score of 105+ will be treated as HPA for additional trips and opportunities.</p>
<p>To increase and improve disadvantaged parental engagement in school.</p>	<p>All disadvantaged parents are accessing Class charts.</p> <p>Improved engagement in parents evenings and other parent conferences.</p>
<p>To improve enrichment and engagement. To ensure that PP students have access to a wide range of opportunities which will increase their cultural capital and enhance their aspirations and opportunities in the wider world beyond school.</p>	<p>IAG - Disadvantaged students are prioritised to receive guidance and coaching for their future aspirations.</p> <p>PP students receive a personalised career interview in KS4 with additional careers appointments available to support them.</p> <p>PP students are supported to access school trips and other extracurricular activities through subsidised or free places.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching inclusive of: High quality CPD (inclusive of ECT support) Curriculum design and direct instruction</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Effective CPD, as per the EEF's Effective Professional Development Report Finding, will ensure provision focuses on mechanisms, develops teaching techniques and involves practice whilst taking into account the context of the school and needs of the students Effective early careers support will ensure that new teachers rapidly develop high quality first teaching</p>	<p>1, 2, 7</p>
<p><i>Coaching</i></p>	<p>To maintain high quality teaching, continued professional development must be embedded. Coaching is a form of teacher development based on an approach to observation and follow-up conversations. Research indicates that the most effective way to close the attainment gap is through consistently high quality teaching. This is closely entwined with whole school CPD.</p>	<p>1, 2, 7</p>
<p><i>Whole School literacy strategy</i> <i>Tutor Read Programme</i> <i>Independent read programme</i> <i>Independent learning – Reading.</i></p>	<p>In line with EEF Disciplinary Literacy Recommendations EEF recognises the importance of supporting fluency development. Focus on disciplinary literacy explicit vocabulary instruction, Reading, Writing and Oracy. Our tutor read programme involves reading aloud in order to model excellent reading and allow students to have a shared cultural experience of a book. This approach is supported by research into reading at pace, with minimal interruption.</p>	<p>1, 2, 7</p>

<p><i>Purchase of NGRT diagnostic assessments for all key stage 3 students.</i></p> <p><i>Outcomes shared and explored with all teaching and support staff to ensure teaching and interventions are pitched appropriately to meet the needs of individual students.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2,7</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>KS3 Literacy:</i></p> <ul style="list-style-type: none"> ● Read, Write, Ink ● Paired reading ● Phonics intervention ● Reading Comprehension 	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Our data shows that disadvantaged students are more likely to have low comprehension skills on entry and so form the majority of those receiving literacy intervention.</p>	<p>1, 2, 7</p>
<p><i>KS3 Numeracy:</i></p> <p>Numeracy programmes including Times Tables Rockstars, Save my Maths alongside maths workbooks for all Yr10 as an intervention strategy to address numeracy needs.</p>	<p>Numeracy strategies can have a positive impact on pupils' ability to work with numbers, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1, 2, 7</p>
<p>Science online tutoring programme to provide additional intervention (at key</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:</p>	<p>2, 7</p>

stage 4. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Year 11 mentoring programme and 'tuition' support: <ul style="list-style-type: none"> • Mentoring programme • Small-group tuition • Holiday time Subject Tuition sessions • Tutorial intervention sessions 	The EEF evidences that for pupils from disadvantaged backgrounds, mentoring interventions will be beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. In successful mentoring programmes, 2 months progress can be seen. 'On average, evidence suggests that pupils who attend holiday school revision make approximately three additional months' progress compared to similar pupils who do not attend a holiday school.'	1, 2, 7
Homework club	The EEF reports that homework has a positive impact (5 months) with pupils in secondary schools. Students from Disadvantaged backgrounds are less likely to have a quiet working space, access to a device suitable for learning or a stable internet connection. They may also receive less parental support to complete homework and develop effective learning habits.	1, 2, 7

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

Budgeted cost: £ 50,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed training to support the attendance and reengagement of those students struggling with mental health issues which are significantly impacting on their	<p>The Role of Schools in Early Adolescents' Mental Health: Findings From the MYRIAD Study https://www.sciencedirect.com/science/article/pii/S089085672100143X</p> <p>Positive Psychology for Mental Wellbeing of UK Therapeutic Students: Relationships with Engagement, Motivation, Resilience and Self-Compassion</p>	5, 6, 8

ability to engage with school.	https://link.springer.com/article/10.1007/s11469-020-00466-y	
Greater utilisation of the Class Charts program to analyse trends for our disadvantaged students.	<p>The EEF suggest that the average impact of behaviour interventions can add 3 additional months' progress over the course of the year.</p> <p>Evidence suggests that 'Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed.'</p>	5, 8
<p>Education Welfare Service</p> <ul style="list-style-type: none"> - Whole school focus on attendance - Higher sensitivity thresholds for PP students - Family Liaison officer 	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	5, 6, 7, 8
Music tuition - peripatetic lessons are subsidised for disadvantaged students and access to borrow instruments at no cost.	<p>Research from the EEF indicates a clear connection between household income and involvement in nearly all extracurricular activities examined in their study.</p> <p>Children from the most economically disadvantaged households were significantly less inclined to participate in extracurricular activities, with a notable decrease in engagement evident in music and sports.</p>	4, 7
Hardship fund for acute issues.	<p>The EEF suggest that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Having a school uniform has been shown to have a positive effect on self-esteem, identity and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance.</p> <p>Exasperated by the cost of living crisis, it is vital to ensure all areas of our curriculum and extra-curricular provision</p>	5

	are appropriately subsidised to facilitate an unimpeded, comprehensive education experience that also mitigates any potential stresses or mental wellbeing concerns regarding finances for parents/carers and student.	
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Total budgeted cost: £250,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE results for 2024 indicate an attainment gap of 11 using the A8 measure. Non-disadvantaged students achieved an A8 score of 41.64 whilst disadvantaged students achieved 30.47.

55% of students achieved 4+ in English and Maths whilst for disadvantaged students that was 11% with 28% of students achieving 5+ in English and Maths with 10% of disadvantaged students achieving the same measure.

Pupil behaviour, wellbeing and mental health continue to be worse for disadvantaged students than our non-disadvantaged which again echoes the trends seen nationally. Research indicates that girls are more likely to show the effects of poor mental health than boys Whilst a rise in the instances of SEMH is true across the student cohort as a whole, this is particularly acute for disadvantaged pupils. We have used pupil premium funding to ensure targeted interventions were put in place where required.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was on average a grade lower than non-disadvantaged students. APS per Ebacc slot for pupil premium students indicates an attainment gap of 0.5 demonstrating a slightly improved picture on the previous year's gap of 0.88.

Overall attendance in 2023/24 continued to be lower for pupil premium students. This gap is mainly due to our disadvantaged students and their families experiencing many mental health challenges where SEMH is given as the reason for absence. Significant work is being undertaken to re-engage those students with persistent and severe absence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

We run a popular Military Kids Club for all children of services personnel; the allocation supports the staffing of this provision.

The impact of that spending on service pupil premium eligible pupils

Attendance at Military Kids Club enables eligible students to share their experiences in a mutually supportive environment. The support received in turn helps them to manage the demands of school whilst dealing with the challenges of having a parent in the armed forces.