



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.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 RC School, Plymouth
Number of pupils in school	767
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr M. Antram Executive Headteacher
Pupil premium lead	Mrs A Morgan Head of School
Governor / Trustee lead	Mrs J Bailey Deputy Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,547
Recovery premium funding allocation this academic year	£34,182
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	£274,729

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
- 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	The Science, Maths and Spanish outcomes of disadvantaged pupils was markedly lower than that of their peers in the 2022 summer results. MIDYIS and NGRT assessments suggest that many Disadvantaged

	<p>students struggle with numeracy and comprehension skills. This impacts their progress in all subjects.</p> <p>On entry to year 7 in 2022, 15% of our disadvantaged pupils arrived with reading scores below age-related expectations, an increase of 2% on the previous year; this was in a cohort where 35% of the overall cohort had reading scores above age-related expectations.</p>
2	<p>Our assessments, observations and discussions with pupils suggest that the impact of lockdown is still having an impact on the rates of progress of all students but to a greater extent on the education and wellbeing of many of our disadvantaged pupils. These findings are in line with the findings of studies nationally.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in relation to their mathematical skills. Research shows that students literacy skills were impacted far less than their mathematical skills</p>
3	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</p>
4	<p>Our current attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>Data shows that during the last academic year, attendance figures for pupil premium students were consistently below that of their peers.</p>
5	<p>The Maths, Science and MFL outcomes of disadvantaged pupils is generally lower than that of their peers. MIDYIS and NGRT assessments suggest that many Disadvantaged students struggle with numeracy and comprehension skills. This impacts their progress in all subjects.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Science, Maths and MFL which saw the biggest attainment gap.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> - an average Attainment 8 score of 45.3

<p>Improved mathematics attainment among disadvantaged pupils across KS3.</p>	<p>Assessments at the end of key stage 3 demonstrate improved maths scores among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding will be supported by increased engagement and completion of assessment tasks including mock exams and GCSEs at key stage 4.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 4%. · The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% greater than their peers.

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: £ 164,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NGRT diagnostic assessments for all key stage 3 students. 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.</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>This year's focus is on Transformative Teaching.</p> <p>This will involve ongoing teacher CPD.</p>	<p>Transformative teaching's goal is to change the learner academically, socially and spiritually. This approach sits with the school ethos and will allow us to refocus our approach to both the curriculum and classroom practice. Transformative teaching overview Transformative Teaching in the Information Age</p>	<p>3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>This year's foci is the development of explicit vocabulary teaching and Oracy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Oracy, vocabulary and other literacy skills are heavily linked with attainment in all curriculum areas word-gap.pdf (oup.com.cn)</p>	<p>1,3</p>

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

Budgeted cost: £ 57,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,3</p>
<p>Science online tutoring programme to provide additional intervention (at key stage 4. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>	<p>1, 2, 3</p>
<p>Homework package Educake across all English classes to support the development of study skills and become more independent learners.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is good evidence that it can have a positive impact on the attainment of disadvantaged students. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 52,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relaunch the St Julie Suite and relocate the SEND learning base to support the attendance and reengagement of those students struggling with mental health issues which are significantly impacting on their ability to engage with school.</p>	<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 https://link.springer.com/article/10.1007/s11469-020-00466-y</p>	4
<p>Establishing and staffing the Reset room to reduce the number of suspensions.</p> <p>Greater utilisation of the Classcharts program; time for heads of year to follow up on behaviour and carry out reintegration meetings as necessary.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	2, 3, 4
<p>Attendance officer to improve attendance by analysing attendance data, following up on absences through contacting home and regular meetings with the school's EWO.</p>	<p>DfE guidance informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2
<p>Hardship fund for acute issues.</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This fund is used to support the purchase of uniform and equipment as well as supporting the cost of school trips and other extra-curricular activities.</p>	4

Total budgeted cost: £ 274,729

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.

Review Year One 2020/21

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged students. The average attainment 8 score for disadvantaged students was 40.40 compared to 51.25 for non-disadvantaged students.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our implementation of live lessons for all students in all subject areas ensuring face to face contact and personalised teaching for those students who accessed the online learning. We used pupil premium funding to ensure that all students had access to chrome books and dongles as necessary.

Overall attendance in 2020/21 was 88.51 for pupil premium students compared to 86.53 in 19/20 and 93.82 in 18/19. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.2% higher than their peers. This gap is larger than 3 years ago, which is why attendance is a focus of our current plan.

Pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to ensure targeted interventions were put in place where required. We are further developing the targeted behaviour support for those requiring it in our future plans.

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

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

Review Year Two 2021/22

Our KS4 results from 2022 show a narrowing gap between the performance of our disadvantaged students with their non-disadvantaged peers. The average attainment 8 score for disadvantaged students was 43.51 compared to 49.83 for non-disadvantaged students. The gap previously was more than 10 points demonstrating strong progress has been made in the last year.

Our internal assessments during 2020/21 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 was 3.13 compared to 4.11 for none pupil premium students.

Pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to ensure targeted interventions were put in place where required. We are further developing the targeted behaviour support for those requiring it in our future plans.

Overall attendance in 2021/22 was lower for pupil premium students compared to previous years. This gap is greater than 3 years ago, mainly due to our disadvantaged students and their families experiencing many mental health challenges which is why the St Julie Suite has been established this year to support students to attend school regularly and reintegrate them back into lessons in a supported way.

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

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

Review Year Three 2022/23

Our KS4 results from 2023 show a widening gap between the performance of our disadvantaged students with their non-disadvantaged peers. The average attainment 8 score for disadvantaged students was 33.39 compared to 43.55 for non-disadvantaged students. The gap increased last year which was also a trend seen nationally.

Our internal assessments during 2020/21 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 was 2.71 compared to 3.59 for none pupil premium students, a gap of 0.88 demonstrating a slightly improved picture on the previous year.

Pupil behaviour, wellbeing and mental health continue to be impacted which again echoes the trends seen nationally. Research indicates that girls are more likely to show the effects of poor mental health than boys. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to ensure targeted interventions were put in place where required. A new behaviour policy was launched in July 2023 which includes measures to reduce, in the long term, the number of suspensions.

Overall attendance in 2022/23 continued to be lower for pupil premium students. This gap is greater than 3 years ago, mainly due to our disadvantaged students and their families experiencing many mental health challenges. Significant work is being undertaken to re-engage those students with persistent absence.

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Menu of approaches

Any activity that you fund using pupil premium from the start of the 2022 to 2023 academic year, must fall under an approach listed in the table below. The following page explains [how to apply the menu](#).

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning
Targeted academic support	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
Wider strategies	Peer tutoring
	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
Breakfast clubs and meal provision	
Communicating with and supporting parents	
<p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p> <p>Across all tiers, schools should also consider how funding is used to support:</p> <ul style="list-style-type: none"> • Effective identification of pupil needs, for example through diagnostic assessment • Successful implementation of approaches • Effective monitoring and evaluation of approaches 	