



CARDINAL NEWMAN  
CATHOLIC SCHOOL

Reviewed: November 2021

Financial review: June 2022

Date of Next Review:  
November 2022

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

At Cardinal Newman Catholic School, we believe that every child can thrive 'Caritas, Excellence, together' into a successful and well-rounded individual.

The pupil premium grant (PPG) payable to local authorities for the financial year beginning 1 April 2021.

PPG provides funding for two separate policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces (we do not have any children in this category)

For 2020/21 the allocated disadvantaged student grant was £327,120. Our estimated overall grant for 2021/22 is ££326,290\*.

(\*Note that there are often in-year variations in funding due to various CLA PEP arrangements/ students leaving and joining during the school year)

Cardinal Newman Catholic School is a large comprehensive secondary school in Hove, which is situated in the City of Brighton on the south coast of England. We have a current (September 2021) roll of 1807 students of whom 334 (equivalent to 18%) are identified as being disadvantaged.

**Definition: Students that are considered disadvantaged as a result of them either:**

- **currently being in receipt of free school meals (FSM)**
- **at some point in the last 6 years, having been in receipt of FSM (Ever 6 funding)**
- **currently living in care: children looked after (CLA) or they have been previously looked after/adopted (pupil premium plus funding)**
- **being the child of a person(s) employed in the armed forces (service pupil premium)**

## School overview

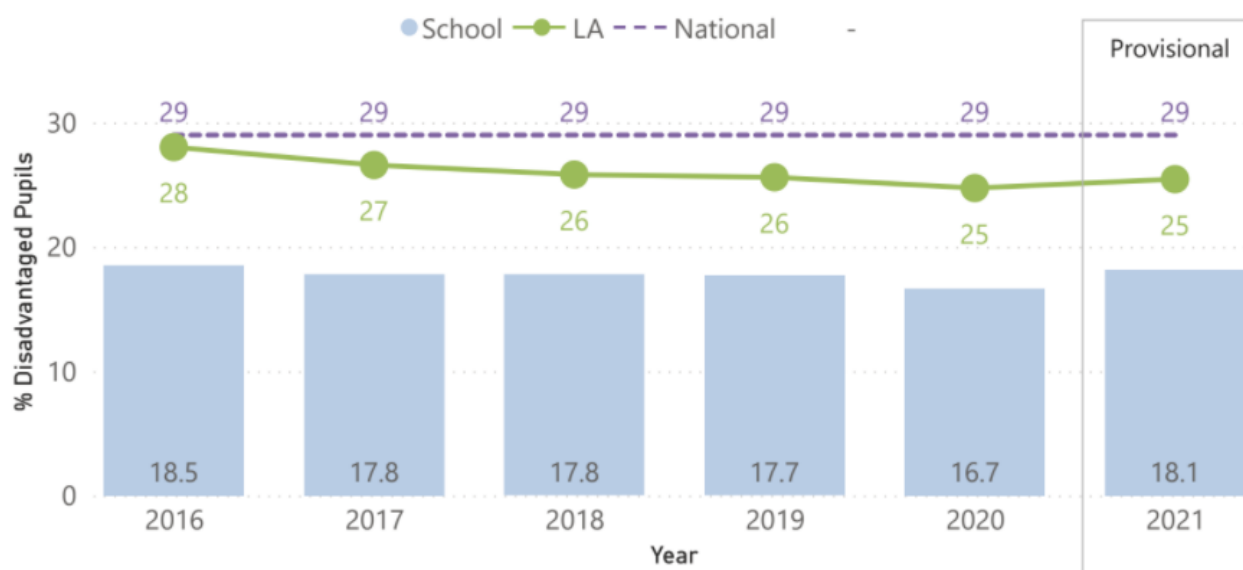
Detail	Data
School name	Cardinal Newman Catholic School, Hove
Number of pupils in school	1807



Proportion (%) of pupil premium eligible pupils	18%
Academic year	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Claire Jarman, Principal
Pupil premium lead	Claire Heron, Assistant Headteacher
Support Governor	Annemarie Porter

### Disadvantaged pupils 331 pupils (provisional)

Disadvantaged pupils are children eligible for free school meals in the last 6-years, children in care, and children previously in care. Numbers are from pupil premium allocations, which are now based on the October School Census. The percentage uses the number of pupils in Reception year and above from the January school census. The year 2021 refers to the allocation for 2021-22. The funding for pupils is in arrears. In September the allocation for 2021-22 is provisional as the children in care data is not finalised.



### Disadvantaged and Vulnerable students in each year group

**Key Pastoral Factors**

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		All Years	
Free School Meals	13.97%	51	11.23%	41	11.96%	44	10.14%	36	6.05%	13	7.52%	23	5.56%	1	10.49%	209
English as Addl Language	18.36%	67	20.00%	73	20.65%	76	26.20%	93	13.95%	30	12.09%	37	11.11%	2	18.98%	378
Pupil Premium	22.19%	81	16.71%	61	19.84%	73	21.69%	77	14.42%	31	12.42%	38	16.67%	3	18.27%	364
Medical Condition	25.48%	93	23.84%	87	28.53%	105	20.56%	73	28.37%	61	27.45%	84	16.67%	3	25.40%	506
Service Children									0.47%	1					0.05%	1
In Care	0.55%	2	0.55%	2	0.27%	1									0.25%	5
Young Carer	0.27%	1	0.55%	2	1.36%	5	0.56%	2	0.47%	1					0.55%	11

**Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£255,940 + POST LAC £70,350
Recovery premium funding allocation this academic year	£47,125 £39, 487(tutoring)
<b>Total budget for this academic year</b> the amount available to your school this academic year	£326,290 ( Not including recovery funding)

**Part A: Pupil premium strategy plan****Statement of intent**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, this is very much a part of our school culture and vision, Excellence, Caritas, together.

Although our school percentage of disadvantaged pupils is lower than the National average, we are taking a proactive approach to prepare for the National increase in disadvantaged pupils and acknowledge that our local authority, Brighton and Hove projections show an increase above the National average.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have additional needs and those that are living within circumstances that have other agencies involved.

The strategies we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our school, with a focus on areas in which disadvantaged pupils require the most support. This is an area of priority for the school, introducing new systems and communications to improve our school's understanding of the importance of interventions, inside and outside of the classroom, for disadvantaged children.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through over staffing in core subjects, language support lessons, and alternative curriculum offers. Some of our plans are a reaction to the pandemic, and preparation for the need for wider pastoral support and alternative curriculum offers, as well as intervention in the classroom. These plans will also benefit the non-disadvantaged pupils in our school and are subsidised by whole school funding. It is our goal to improve the outcomes of both disadvantaged and non-disadvantaged pupils overall.

We will improve our assessment and tracking of all children using regular analysis tools and the Horsforth Quadrant to identify pupils more efficiently. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

**1.excellence in teaching and learning, including teacher learning.**

**2. excellence in our learning environments; spiritual, physical and emotional.**

**Three key areas**

Spending on improving teaching, including professional development. All staff are expected to adopt a Learning and Teaching performance management target. Developing better communication about disadvantaged children and building upon the already good practice of the school. Ensuring teachers feel equipped with the tool and knowledge to support every child in their classroom and that every teacher is supported to keep improving.

Targeted academic support – Core subject areas, the Loft and the SEND team/teaching assistants to provide targeted academic support, linking interventions to the whole school RICE and literacy strategy. Developing structured one-to-one or small group intervention. SEND and Disadvantaged pupil champions will work together with pastoral and department

areas to increase understanding and knowledge of how to support our hard to reach children. This will be led by the school SENDco and Disadvantaged pupil lead.

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. As we emerge from a pandemic and see a surge in the need for well-being interventions and pastoral support, this is a priority area for the school.

This will:

- ensure disadvantaged pupils are able to access the work they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Allow early intervention at the point need is identified, increasing the wellbeing and understanding of where support is required.

## Challenges

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

Challenge number	Detail of challenge
1	Teaching and Learning - Targeted support - Attainment 8 in Maths and English for disadvantaged pupils is consistent, however we recognise that this is not in line with all students. Low prior attainers are not making sufficient Progress 8. Year 7 pupils are assessed in their first half term. CAT and Reading scores are analysed to capture interventions, such as additional English and Maths in LS1, instead of a second language. Pupils in Year 8 and 9 attend language support lessons. At KS4 overstaffing in English and Maths allows support for pupils not meeting their expected grade pass. More scrutiny and tracking of progress of these raise groups is required.
2	Targeted Reading - Accelerated Reader in Year 7 and 8. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils

	generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. More regular reading age assessments are required.
3	Well-being - Our assessments, observations and data from the local authority suggests that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially with pupils who have low prior attainment. Training and communication with departments is a key priority.
4	Well-being – The school Head of year pastoral system needed development. The size of the school and in response to the COVID recovery plan, as well as the projected data for Brighton and Hove means that the need for well-being and pastoral support has and will increase. In September 2021 the school moved to a new Pastoral system, twelve houses (twelve Heads of house) that are supported by six Pastoral managers. Alongside of this the school is moving towards a trauma friendly, positive relationships policy to support the increasing behavioural and well-being concerns. The school has seen some significant changes, developing structured communication and training is a priority in this area.
5	Wider strategies - Some of our disadvantaged pupils require an individual learning pathway. As a response the school is widening its alternative pathway/curriculum offer. Alternative learning/Loft/LS1 interventions This is difficult to balance between the concern with the need for catch up partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. There is a wider concern with pupils not attending school due to their well-being and the impact of the pandemic. Families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. The school is creating individual pathways to address this

### 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 literacy and reading comprehension amongst disadvantaged pupils across KS3.	<p>Improved outcomes for all disadvantaged children across the curriculum.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils (and all pupils) across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>An increase in participation in enrichment activities, alternative curriculum offers, particularly among disadvantaged pupils.</p>
To achieve a comprehensive alternative curriculum, offer, to support pupil attendance, well-being and disengagement needs.	<p>To develop the already comprehensive alternative curriculum offer</p> <p>To improve the education, offer for children who cannot access the normal school pathway.</p> <p>To provide an individual, more consistent education for pupils who have medical and mental health needs</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>To improve the attendance gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p>To find ways to support disadvantaged pupils struggling to attend school post pandemic.</p>

### 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: **£49,340**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training will be provided for staff to ensure assessments are interpreted correctly. Data and assessment lead to hold regular meetings with core subject areas. SEND and PA pupil champions with ensure department dissemination and scrutiny.</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:</p> <ul style="list-style-type: none"> <li>• GL assessment tools 2000</li> <li>• Google classroom marking and assessment 1500</li> <li>• NGLT Reading assessments.4,000</li> <li>• Analysis and tracking of pupils using 4 Matrix 1500</li> <li>• Edukey for individual pupil passports 4,500</li> <li>• Horsforth Quadrant to be used to analyse termly data against ATLs.</li> <li>• Edukey literacy support 340</li> </ul>	1, 2, 3, 4, 5
<p>CPD in developing a culture of metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>RICE Retrieval practice and an emphasis on EEF strategies, being the driver of performance management.</p> <p>Regular CPD training and whole staff briefings to support disadvantaged pupils and how to support them in the classroom.</p> <p>Teaching metacognitive strategies to pupils and developing a whole school approach.</p>	1,2
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Areas of focus are</p> <p>Targeted vocabulary instruction.</p>	1,2

coaching focussed on each teacher's subject area.	RICE - breaking down comprehension. Structured talk - e.g. Think, pair, share. Using Frayer grids in all subject areas to increase the focus on vocabulary.	
Enhancement of our curriculum interventions. Timetabling of Loft support sessions. Overstaffing in Maths and English, to allow interventions, as well as teacher release time and create opportunities for careful tracking of pupils and interventions.	<ul style="list-style-type: none"> <li>• Closer scrutiny of KS2, CAT and reading age data. Closer liaison with the SEND department. Over staffing to provide intervention groups in Maths and English.</li> <li>• Closer liaison with Primary school partners.</li> <li>• Horsforth Quadrant tool used for scrutiny and identification of pupils requiring catch up/interventions.</li> </ul> <p><b>Adopt a new intervention system for tutoring, using catch up funding(separate funding allocation and post pandemic implementation TBC)</b></p> <ul style="list-style-type: none"> <li>• Development of language support lessons</li> </ul>	1, 2, 3, 4,5

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

Budgeted cost: **£110,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	<p>Literacy strategies across the school</p> <p>SEND and D Champions</p> <p>Accelerated Reading</p> <p>comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when</p>	1, 2,

	<p>interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our curriculum interventions. Overstaffing in Maths and English, to allow interventions, as well as teacher release time and create opportunities for careful tracking of pupils and interventions.</p>	<p>Closer scrutiny of KS2, CAT and reading age data. Closer liaison with the SEND department. Over staffing to provide intervention groups in Maths and English.</p> <p>Horsforth Quadrant tool used for scrutiny and identification of pupils requiring catch up/interventions.</p> <p><b>Adopt a new intervention system for tutoring, using catch up funding</b></p> <p>Language support lessons for pupils no longer taking a second language at KS3</p>	1,2, 5
<p>Alternative curriculum offer.</p> <p>Engaging with the local authority Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Developing the already comprehensive alternative curriculum offer.</p> <p>Improving tracking, impact and identification tools Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in one of the following areas:</p> <p>The loft area</p> <p>LS1</p> <p>Within departments</p> <p>KS3 Language support</p>	1, 2, 3, 4, 5

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

Budgeted cost: = **£166,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued well-being support. This includes training for school staff, collaboration with our local behaviour and well-being hub and teacher release time.	Member of SLT as Well-being and Mental Health Lead Wave document created in school for signposting Liaison with BHISS - Inclusion services, School primary MH worker, specialist behaviour Educational Psychologist and School's well-being service for Brighton and Hove	3,4,5
Growth of the pastoral system. This includes training for pastoral teams.	The new pastoral system has appointed additional staff to support growing need.	3,4,5
Staff training and release time to develop and implement new procedures. PAMs will also take the position of attendance/support officers.	Appointing an SLT Attendance Lead. Adopting new streamlined ways to register and track attendance procedures. Purchase of Studybugs Training of Pastoral leads/PAMS	3,4,5
Alternative non-academic curriculum offer.	Developing the already comprehensive alternative curriculum offer. Improving tracking, impact and identification tools Alternative Curriculum	All

Pastoral S and D champions, incl chaplain	Regular briefings and support disseminated through the S and D champions	All
Contingency fund for acute issues. School support – poverty proofing	Subsidised trips and Uniform/school resources payments <i>we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i>	3,4,5

**Total budgeted cost: £326,290**

Recovery premium funding allocation this academic year	£47,125 £39,487 (tutoring budget)
Catch up and pupil progress coach	£25,000
Tutoring in house and LEA programmes (including alternative provision)	£39,487
IT/Technical support	£22,125

## **Pupil premium Strategy Statement outcomes financial year 21-22: Cardinal Newman Catholic School Governors report**

**Our strategy is defined by three key areas:**

To ensure they are effective we will continue to improve:

1. excellence in teaching and learning, including teacher learning.
2. excellence in our learning environments; spiritual, physical and emotional.

**Improving teaching and learning**, including professional development. All staff have adopted a Learning and Teaching performance management RICE target that will support our most disadvantaged pupils. CPD and communication about disadvantaged children has greatly improved building upon the already good practice of the school. The teaching and learning lead has delivered a comprehensive CPD programme, ensuring teachers feel equipped with the tools and knowledge to support every child in their classroom and that every teacher is supported to keep improving.

**Targeted academic support** – Core subject areas, the Loft and the SEND team have provided targeted



academic support, linking interventions to the whole school RICE and literacy strategy. Developing structured one-to-one and small group intervention. SEND and Disadvantaged pupil champions will work together with pastoral and department areas to increase understanding and knowledge of how to support our hard to reach children. This will be led by the school SENDco and Disadvantaged pupil lead. There has also been a remote learning offer for pupils unable to attend school, this is provided through LS1.

**Wider strategies** relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. As we emerge from a pandemic and see a surge in the need for well-being support, alternative curriculum interventions and pastoral support, is a priority area for the school. The school has expanded its alternative curriculum offer within LS1, LOFT, Forest School, Farm and Bike it Ben. The school has also introduced health and wellbeing, personal training coaches to support disengaged boys in particular.

**These three areas have:**

- ensured that teachers support disadvantaged pupils to access the work they are set
- developing a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- allow early and bespoke intervention at the point need is identified, increasing the wellbeing and understanding of where support is required.

Table 1. Summary information					
<b>School</b>	Cardinal Newman Catholic School				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	346,825	<b>Date of most recent PP strategy review</b>	November 2021
<b>Total number of pupils</b>	1806	<b>Number of pupils eligible for PP</b>	326	<b>Date for next internal academic year review of this strategy</b>	November 2022

Table 2 CNCS aspirational Governors Targets	2018 All	2019 All	2020 All	2021 All	2018 Disadvantaged Targets	2019 Disadvantaged Targets	2020 Disadvantaged Targets	2021 Disadvantaged Targets
<b>Attendance</b>	95%	96%	97%	97%	95%	96%	96%	96%
<b>Progress 8</b>	+0.3	+0.4	+0.5	+0.6	+0.1	+0.25	+0.42	+0.42
<b>A8</b>	54.0	55.0	60.0	62.0	42.0	57.0	60.0	60.0
<b>Threshold Eng &amp; maths Level 5 and above</b>	60%	60%	65%	65%	30%	50%	60%	60%

**Academic Year 21-22**

Year Group	Number of PP	PP Attendance Ave	Non PP Attendance Ave	PP Ave ATL	Non PP Ave ATL	
Year 7	67	89%	93%	7.4	6.3	
Year 8	72	94%	92%	7.2	7.4	
Year 9	57	84%	92%	7.2	7.3	
Year 10	66	87%	91%	6.9	7.4	
Year 11	64	83%	90%	7.1	7.4	(Y11 Attendance until 6/5/22 and ATL average until Easter)

**Disadvantaged Students actual spend 2021-22**

Total PP Budget £346,825 (for financial year 1st April 2021 to 31st March 2022)

	Action	PP £	Desired outcome	Evidence
	<b>TEACHING AND LEARNING</b>			
	Teaching and Learning lead. To provide CPD opportunities for staff to increase the outcomes of PP and disadvantaged pupils. Developing literacy across the school, with a focus on PP and disadvantaged pupils.	35,760	T and L focus on disadvantaged pupils. Wider understanding on how to support all pupils in and out of the classroom. An understanding of barriers to learning for disadvantaged and SEND pupils. SAND champions in each department.	Evidence of training material. Staff attendance. Staff feedback. Learning walks and observations.
	Educational resources, Tracking and communication packages Educational resources GL assessment, Google classroom, NGLT reading, 4 Matrix, Edukey, Study bugs, HFQ, Edukey literacy support	998 1,365 1,412 1,345	Tools to track, communicate and understand pupil need and progress	Edukey introduced all staff to login. HFQ introduced and used by Subject Leaders at KS3. Study bugs attendance app
	PIXL - Providing CPD for subject areas, as well as school leaders, emphasis on closing the gap	3,088	Middle leaders and SLT to attend conferences and use resources. PIXL focuses on disadvantaged pupils. Meetings with PIXL link	Providing CPD for subject areas, as well as school leaders, emphasis on closing the gap. Notes and slides from the conference attended. Evidence of initiatives adopted, for example, character curriculum, HFQ and reading strategies are PIXL initiatives.
	CPOMS - PSecure monitoring for child protection	535	Tool used to monitor trends and information regarding the welfare of children. Training for all staff.	Whole staff training. Tool used to monitor trends and information regarding the welfare of children.



	Training resources to support CPD - General paper resources	29	Support CPD offer	IT and paper resources
	Half termly PP network staff release time and PP lead hours	20,000 900	Deanery SLT and locality network meetings. PP lead development time.	Development of the PP strategy. Development of Deanery school collaboration.
		<b>65,432</b>		
	<b>TARGETED ACADEMIC SUPPORT</b>			
	LOFT intervention, timetabled mentoring. Pupils at risk of exclusion and or disengaged with school. Vulnerable pupil mentors x 2	25,000	Pupils at risk of exclusion and or disengaged with school, LOFT 1:1 mentoring sessions provided and alternative curriculum offers arranged and monitored	Pupil progress, ATLS and Attendance. Pupil voice
	Additional staff in English and Maths to allow for a high needs class and small group intervention. 2 x teachers	63,000	Maths and English curriculum time, small group intervention provided on a carousel of need after data captures.	Pupil progress, ATLS and Attendance
	LOFT teaching staff, classwork catchup. Loft and LS1 small group support. 15 hours per week intervention	30,000	Supported timetable option for KS4 pupils. Teaching staff small group support in nest - all subjects	Pupil progress, ATLS and Attendance
	Language support lessons at KS3. Three groups per KS3 year group, 3hrs per fortnight.	27,000	Combined learning offers of numeracy, literacy and well-being.	Pupil progress, ATLS and Attendance
		<b>145,000</b>		
	<b>WIDER STRATEGIES</b>			
	PAMS Pastoral support	64,864	Increased pastoral staffing and training support required post pandemic. Pupil mentoring and pastoral/safeguarding interventions.	CPOMs, ongoing in house training and pastoral provision.
	Alternative provision and Inclusion area lead/coordinator	30,163	LOFT staff offering alternative curriculum offers and SEMH support. LOFT academic interventions.	Pupil progress, wellbeing, ATLS and Attendance
	Allsorts LGBTQ support and training	1,000	Pupil support mentors and Annual Allsorts training for all staff	Staff confidence in support pupils
	PP Music lessons	1,956	Music lessons for vulnerable children.	Opportunities for vulnerable pupils to excel in Music - Attendance
	PP Uniform Payments	450	Provide uniform support for	Pupil progress, ATLS



			vulnerable families	
	PP Revision guides	590	Year 11 revision guide and exam packs	Pupil progress, ATLS
	B and H in the community Alt curriculum offer	197	Pupil summer provision	Attendance, Pupil progress, ATLS
	PP Learning resources and equipment	99	General stational, school equipment	Pupil progress, ATLS
	Alternative curriculum - Bike it Ben, Forest school/farm.	32,000	Pupils to engage in school and learn new skills, as well as confidence and communication skills	Wellbeing, ATLS and Attendance
	% subsidising of School trips - Drama and English dept and educational	1,023	Provide educational enrichment experiences for vulnerable pupils	Wellbeing, ATLS and Attendance
	Travel to school	414	Barriers to learning reduced	Attendance
	WIDER STRATEGIES TOTAL	132,756		
	<b>TOTAL SPEND 2021-22</b>	<b>343,188</b>		

## Part B: Review of outcomes in the previous academic year 2020-21

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The school assessments during 2020/21 suggested that the performance of disadvantaged pupils has stayed just below the average school data in both attainment and progress in core subject areas.

Although the uptake of vulnerable pupils attending school during lockdown was positive, our most vulnerable pupils have been impacted most. 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 school's steps to introduce Google classroom and well-being support during the pandemic was received positively. However, those children already coping with poor mental health and those with more complex needs have been affected most.

In response to this we have redefined our pastoral structure to support the needs of our pupils (and their families) as well as staff who are working with increased numbers. The school also funds a substantial alternative provision offer, such as the loft area for 1:1 provision (well-being

and academic) Forest school, mentoring support and more. The school provides individual pathways for pupils who are not able to access or are not coping with the mainstream provision.

All disadvantaged, LAC and post LAC pupils are allocated a key worker, as well as a member of SLT as DT and DSLs in the school. Identified pupils are also offered alternative curriculum slots and learning support on their timetables, when there is a need and the school maintains a high-quality, broad curriculum

Although overall attendance in 2020/21 was lower than in the preceding year at 5.8%, it was higher than the national average (5.6%). These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

#### Absence and Exclusions (LA and national relate to secondary phase settings)

2021 for schools refers to autumn and spring term only. LA and national benchmarks refer to 2020. Data are affected by Covid-19 disruption. Absence data for spring term 2020 not collected.

Indicator	2019	2020	2021	LA	National
% Authorised absence	4.7	4.0	4.3	4.3	4.0
% Unauthorised absence	1.5	1.7	1.5	1.9	1.6
% Overall absence	6.2	5.7	5.8	6.1	5.6
% Persistent absence (10% threshold)	13.0	13.2	14.5	16.2	15.0
Number of fixed term exclusions	181	126	147	745	
% Fixed term exclusions	7.9	5.3	6.0	5.9	7.4
Number of permanent exclusions	1	1	0	3	

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have relaunched SEND and Disadvantaged pupil champions in all departments, as well as a disadvantaged pupil focus after every data capture, within all subject areas and pastoral teams. We have appointed a new school Chaplain, who is also the school Disadvantaged pupil champion, providing well-being support as well as uniform and school equipment. We have used pupil premium funding to provide training for staff, targeted interventions (where required) and wellbeing support for all pupils. We are building on that approach in our new plan.