

Pupil premium strategy statement

School overview

School name	Blessed John Henry Newman RC College
Pupils in school	1501
Proportion of disadvantaged pupils	41%
Pupil premium allocation this academic year	£589,848
Academic year or years covered by statement	2019 -2021
Publish date	25 th November 2020
Review date	30 th September 2021
Statement authorised by	Glyn Potts
Pupil premium lead	Chris Perkin
Governor lead	Jane Hilton

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.45
Ebacc entry	23.53%
Attainment 8	41.63
Percentage of Grade 5+ in English and maths	33%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	August 2021
Attainment 8	Disadvantaged pupils achieve national average for attainment for similar schools	August 2021
Percentage of Grade 5+ in English and maths	Disadvantaged pupils achieve average English and maths 5+ scores for similar schools in Oldham	August 2021
Other	Persistent absence for disadvantaged pupils below that of National Average	August 2021
Ebacc entry	Increase EBacc Entry for disadvantaged pupils in line with other pupils	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Staff CPL and development of pedagogy that is focussed on our Universal Offer developed from Tom Sherrington's 'Rosenshine's Principles in Action'. <i>Due to COVID there should be a focus on 'Online' Teaching and Learning strategies as part of this activity.</i>
Priority 2	Staff CPL and development of pedagogy that is focussed on Reading and Writing that will enhance teaching and learning to develop literacy skills.
Barriers to learning these priorities address	Attendance of staff due to illness on a Wednesday. Persistent absence of pupils to learning and engagement. Lack of pupils understanding.
Projected spending	£228,197.98

Targeted academic support for current academic year

Measure	Activity
Priority 1	Strategies to accelerate progress and improve outcomes for pupils within subjects where pupil progress is below NA and that of 'like for like' schools. Strategies to improve attitudes to learning and build confidence in learning.
Priority 2	Improving systems which establish baselines in basic literacy and numeracy and strategies to address gaps in knowledge and skills.
Barriers to learning these priorities address	Persistent absence of pupils to learning. A lack of engagement from pupils due to the challenges of 'Online Learning'. Low levels of numeracy and literacy.
Projected spending	£448,656.43

Wider strategies for current academic year

Measure	Activity
Priority 1	Strategies to improve pastoral systems, the culture of learning and ensuring there are effective conversations and the building of relationships with parents and carers of 'hard to reach' disadvantaged pupils.
Priority 2	Strategies and projects to address persistent absence and poor punctuality and pupil attitude, to

	college. Appointment of an Associate AHT i/c Attendance in 2019.
Priority 3	A range of activities and projects focussed on building cultural capital, widening extra-curricular experiences and to ensure all disadvantaged pupils are supported in their learning of career opportunities and post-16 progression.
Barriers to learning these priorities address	A lack of parental and carer engagement. Unforeseen disruptions due to COVID absences and isolations.
Projected spending	£98,828.00

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for developments in pedagogy.	Scheduled as part of Wednesday afternoon CPL twilights and INSET Days.
Targeted support	Securing time allocations for interventions.	Consideration of areas on the timetable that do not impact on outcomes and securing progression for pupils.
Wider strategies	Engaging the parents/carers of pupils. Engaging pupils in 'online' activities	Prompt contact with parents/carers, use of school minibus and possible outreach meetings off-site if COVID secure. Allocating devices for learning to pupils in need. Developments in pedagogical practice in online learning and educational platforms such as MS Teams

Review: last year's aims and outcomes

Aim	Target	Outcome
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	The P8 score of -0.45 is in line with that of like for like 'similar' schools across the country.
Attainment 8	Disadvantaged pupils achieve national average for attainment for similar schools	5.09 above that of similar 'like for like' schools (<i>compared to the most recent figure of 2019</i>).
Percentage of Grade 5+ in English and maths	Disadvantaged pupils achieve average English and maths 5+ scores for similar schools in Oldham	The % for English and maths 5+ was 23% compared to the national average for like for like 'similar' schools of 24%. The

		score for maths exceeded that of the national average for like for like 'similar' schools. No data has been made available to compare similar schools in Oldham.
Other	Persistent absence for disadvantaged pupils below that of National Average	There was a 2.2% reduction in DP Persistent Absences from the previous year. No figure for the NA PA of DP has been published in 2020 due to enforced closures during the COVID19 pandemic.
Ebacc entry	Increase EBacc Entry for disadvantaged pupils in line with other pupils	The % of DP entered between 2019 and 2020 increased by 2.68% compared to an increase of 10.18 for non-DP.