

## 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.

### School overview

| Detail  | Data                                 |
|---|--------------------------------------|
| School name   | Blessed John Henry Newman RC College |
| Number of pupils in school  | 1496 (census figure)                 |
| Proportion (%) of pupil premium eligible pupils   | 40%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                            |
| Date this statement was published   | September 2021                       |
| Date on which it will be reviewed   | July 2022                            |
| Statement authorised by   | G Potts                              |
| Pupil premium lead  | C Perkin                             |
| Governor / Trustee lead   | M McGhee                             |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £605,927 |
| Recovery premium funding allocation this academic year  | £86,710  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £692,637 |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Newman RC College, we use our vocation of teaching to give an unfair advantage to students leaving no door closed to them. No students will be disadvantaged regardless of their background.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions  |
| 2                | Some pupils may have limited reading and writing skills which can impact upon learning.  |
| 3                | In some cases, learning skills may need developing, e.g., organisation, commitment, resilience.  |
| 4                | In some cases, consistent attendance, and punctuality.   |
| 5                | In some cases, access to resources, such as books, libraries, laptops, internet and life experiences.  |
| 6                | In some cases, a lack of regular routines and preparation for learning, including home reading, homework, spelling and having equipment in school. |

## 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  |
|--------------------------------------|---|
| Increase attendance and punctuality. | <ul style="list-style-type: none"><li>97% attendance or above</li></ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Persistence absence to be better than the 2019-2020 figure of 23%</li> </ul>   |
| Improve standards of literacy.                                    | <p>From baseline Reading Age figures of:</p> <ul style="list-style-type: none"> <li>• Class of 2022 57% above or at</li> <li>• Class of 2023 58% above or at</li> <li>• Class of 2024 59% above or at</li> <li>• Class of 2025 54% above or at</li> </ul> |
| Enhance KS3 outcomes for all groups, especially DP Boys and SEND. | <ul style="list-style-type: none"> <li>• A +5% improvement in pupil movement from each Tier of our Raising Achievement Programme at each Progress Check</li> </ul>  |
| Enhance KS4 outcomes.   | <ul style="list-style-type: none"> <li>• Progress 8 for DP class of 2022 to be better than the last available data in 2019 of -0.42</li> <li>• Attainment 8 for DP class of 2022 to be better than the last available data in 2019 of 37.51</li> </ul>    |
| Provide enrichment opportunities to 'raise aspirations'.          | <ul style="list-style-type: none"> <li>• Every DP has at least 2 opportunities to 'raise aspirations' each year</li> </ul>  |
| Enrichment opportunities to 'broaden cultural capital'.           | <ul style="list-style-type: none"> <li>• Every DP has at least 2 opportunities to 'broaden cultural capital' each year</li> </ul>   |

## 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

Budgeted cost: £268,532

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <ul style="list-style-type: none"> <li>Staff CPL and development of pedagogy that is focussed on our Universal Offer and the 3 key elements of:               <ol style="list-style-type: none"> <li>Learning Environment (Behaviour 4 Learning)</li> <li>Literacy (see below)</li> <li>SEND</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Developed from Tom Sherrington's 'Rosenshine's Principles in Action' and the publications of T Bennett, K Birbalsingh, S Cowley, G James T Johns, T McVey, P Dix, B Rogers &amp; A Ali</li> <li>EEF Improving Behaviour in Schools</li> <li>SEND Code of Practice 2021</li> <li>EEF Send in the Mainstream and Making Effective use of TAs</li> </ul> | 1,2,3 & 6                     |
| <ul style="list-style-type: none"> <li>Staff CPL and development of pedagogy that is focussed on vocabulary that will enhance teaching and learning to develop reading and writing.</li> </ul>  | <ul style="list-style-type: none"> <li>Alex Quigley – Closing the Vocabulary Gap</li> <li>EEF Literacy in Secondary Guidance Report</li> <li>Classics for all</li> <li>National Literary Trust research and training.</li> </ul>   | 1 & 2                         |

### Targeted academic support

Budgeted cost: £492,628

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>Rapid response system to Unauthorised Absences of key cohort, Incentive to 'arrive early' system and waves of intervention to support lack of punctuality</li> </ul> | <ul style="list-style-type: none"> <li>DfE - Improving school attendance: support for schools and local authorities</li> <li>EEF – Working with Parents to Support Children's Learning</li> </ul> | 4                             |

|   |  |             |
|---|--|-------------|
| <ul style="list-style-type: none"> <li>Reading programmes to support pupils in their exam literacy, reading for pleasure and developments in literacy as a focus in Ebacc subjects</li> </ul>           | <ul style="list-style-type: none"> <li>EEF – Improving Literacy in Secondary Schools</li> </ul>  | 2           |
| <ul style="list-style-type: none"> <li>SEND Development through CPL application to support learning for targeted pupils who are under-performing</li> </ul>   | <ul style="list-style-type: none"> <li>The Six Pillars of SEND</li> </ul>  | 3 & 6       |
| <ul style="list-style-type: none"> <li>Year Leaders to know key groups and track progress – group through RAP process and waves of intervention to support under-performance at Tier 2-4</li> </ul>     | <ul style="list-style-type: none"> <li>EEF – Teacher Feedback to Improve Pupil Learning</li> <li>EEF – Using technology to improve learning</li> </ul> | 3, 4, 5 & 6 |
| <ul style="list-style-type: none"> <li>Resources, laptops/internet – ensure all KS3 DP boys have access to learn at home and do not opt out in lessons where high expectations are enforced.</li> </ul> | <ul style="list-style-type: none"> <li>EEF – Using technology to improve learning</li> </ul>   | 3, 5 & 6    |
| <ul style="list-style-type: none"> <li>Numeracy support in form time (8/9)</li> </ul>   | <ul style="list-style-type: none"> <li>EEF - Improving Mathematics at Key Stage 2 and 3</li> </ul>   | 1           |
| <ul style="list-style-type: none"> <li>Subject Interventions including Form Time interventions through FTs, Post College Learning, non-term time programmes and a Mock Series 2</li> </ul>              | <ul style="list-style-type: none"> <li>EEF – Teacher Feedback to Improve Pupil Learning</li> </ul>   | 1, 3 & 6    |

## Wider strategies

Budgeted cost: £88,260

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> <li>Targeted CEIAG and enrichment opportunities (and celebration) each term and mapping of our pupil promise. Year team focus on key cohort with identification of barriers to extra-curricular engagement.</li> </ul> | <ul style="list-style-type: none"> <li>Evidence and Impact: Careers and guidance-related interventions – CfBT Education Trust</li> <li>Careers and Enterprise Company Guidance for Schools</li> </ul> | 5                             |
| <ul style="list-style-type: none"> <li>College preparation sessions, University trips / Higher Education experiences</li> </ul>   | <ul style="list-style-type: none"> <li>EEF - Careers Education Summary</li> <li>EEF - Employer engagement in education</li> </ul>   | 5                             |
| <ul style="list-style-type: none"> <li>DP discount and funding available for subject areas in bid format</li> </ul>   |   | 1, 3, 5 & 6                   |

- |  |                        |
|--|------------------------|
| <ul style="list-style-type: none"> <li>• <i>Early identification of those at risk of becoming NEET, Parents Evening 'push', Mental Health &amp; Wellbeing guidance and Options Process focus on targeted vulnerable and at-risk pupils.</i></li> </ul> | <p>3, 4, 5 &amp; 6</p> |
| <ul style="list-style-type: none"> <li>• <i>Work Experience opportunities built into KS4 study areas and Engagement with employers and employees through 'link, lunch and learn'.</i></li> </ul>   | <p>5</p>               |

**Total budgeted cost: £849,420**

## 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. We have reviewed the outcomes based on our aims last year's PP Strategy Plan.

| Aim   | Target   | Outcome   |
|---|--|---|
| Progress 8                                  | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools         | The P8 score of -0.29 is better than like for like 'similar' schools across the country.  |
| Attainment 8                                | Disadvantaged pupils achieve national average for attainment for similar schools               | This is 4.4 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 29% compared to the national average for like for like 'similar' schools of 24%. The score for maths was below that of the national average for like for like 'similar' schools, however the score for English was above 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                     | DP PA rose considerably from 2020-2021 compared to 2019-2020 due to the impact of COVID isolations and absences. No figure for the NA PA of DP has been published in 2021 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 over the last 3 years has risen in line with that of Non-DP and for the class of 2023 is now 38.74%   |

## **Externally provided programmes**

*Newman RC College has not taken part in any non-DfE programmes in the previous academic year.*

## **Service pupil premium funding (optional)**

*Newman RC College does not receive this funding.*