



Pupil Premium review 2019 – 2020

The importance of an annual Pupil Premium review is to provide transparency in the spending of pupil premium funds, so that:

- Parents and Guardians can understand the rationale behind the Pupil Premium strategy.
- Governing bodies can see evidence-based practice, so they can see the rationale behind all pupil premium based decisions.
- To support creative PP strategy planning for 2020-21 amongst SLT and Middle leaders to enable sustained support and progress for pp students.

This document reviews accountability for the execution of pupil premium strategies in three key whole school areas:

- Teaching and learning
- Pastoral support
- Inclusion support

COVID-19 was a sudden and unexpected event to plan for and this necessitated crisis planning of how to support, equip and ensure that our most disadvantaged students could continue to access quality first teaching. This reflection is essential as the continued challenge of Covid 19 remains in 2020-21.

Several actions in the document can be measured quantitatively and compared. However, the impact of some actions are non-quantitative, such as providing pp students with learning equipment – laptops, revision guides etc but the expected long term benefits will be explained and justified.

Some actions are long term strategies, embedded as part of a culture of support within the school and their review is essential to ensure sustained support towards closing and indeed eliminating any gaps in attendance, attainment and behaviour for learning between PP and Non- PP students.

The Context

20% of the students on Cardinal Newman School roll are Pupil Premium, totalling 272 students. This is significantly above the National average of 15%.

The year 11 of 2019/20 contained 57 PP students making up 24% of the roll, above the school average figure.

The current Year 11 for the year 2020/21 maintain this high ratio of 24% PP students and also contain 5 LAC students accessing PPP, this is significantly above the National average for one year group.

The headlines

Year 11

- The Year 11 role of 2019/20 contained 57 PP pupils
- The school score for Progress 8 was 0.24 this is above the National average. A progress 8 score of 0.17 was achieved by the PP students and this is significantly above the National average of 0.13
- 68% of PP students achieved a 4+ in English and Maths. This was higher than the LA average of 65%. 72% of Nationally, non- disadvantaged students achieved 4+ in English and Maths this is a reduction on last year's gap.
- 99% of students transitioned into Post 16 education and training, 100% of PP students made this transition, this is 9% above the National average.
- 38% of PP students achieved a grade 5+ in English and Maths against Non disadvantaged National average of 50%
- PP students entering EBACC achieved average score grade of 3.59 against non- disadvantaged National score of 4.43. This is improved on the previous academic year. However only 15% of CNS PP students are entering EBACC against a National Non-disadvantaged pupil 45% entry rate.
- Year 11 LAC pupil for 2019/20 achieved a residual grade of 6b, almost 2 grades above the National average grade for non-disadvantaged pupils and 3 grades above the National average grade for LAC pupils. Grades of 6 were achieved in English language and Literature, 4 in Maths and 5,5 in double science award.

Teaching and learning strategies and PP

English

- Head of department met with underachieving PP students on a cyclic basis and recorded interventions used through a tracker.
- All PP students supplied with a CGP revision guide with no cost to the child or family.
- All PP students provided with literature texts and language papers with no cost to child or family

Maths

- Free calculators and/or maths equipment to PP students.
- Free revision guides made available to PP students.
- First refusal to intervention sessions after school and during PSHE.
- Close tracking of PP students after each data entry point on SIMS.
- Adjusted seating plans for PP and HPA learners.
- Department CPD on PP students
- Used Horsforth quadrant to identify and put in place strategies to support PP students.

Science

- Provided with revision guides free of cost
- Extra Tassomai support sessions before and after school for PP students wishing to access them
- Science enrichment school trips costs covered or heavily supported prior to lockdown

Other subjects

- Supplied revision guides free of cost.
- Revision resources such as pre-made flashcards, books and booklets, past papers provided free of cost.
- Pre-school and after school sessions where PP students invite and attendance was specifically targeted.
- Field trips and subject enrichment trips heavily funded through PP budget or entire cost covered.
- PP funding used to support of pay for entire cost of music lessons.
- PP funding used to support with food supplies in revision sessions and encourage pupil attendance.
- PP funding used to provide specialist revision guides to support attainment of grades 5-9 – higher attainment.
- PP funding used to support visit of Chief examiner in History to explain requirements for higher attainment.
- Specialist resources across several subjects to support progress.
- Specialist revision skill sessions targeting PP students.

Teaching and learning outcomes

Year 7

Yr7 March 2020	PP	Above+ %	Above %	At %	Towards %	Average Grade
Summary	All	3.7	16.7	54.9	24.8	At
	No	4.1	17.5	55.2	23.2	At
	Yes	2.1	13.1	53.2	31.6	At
	GAP	2	4.4	2	-8.4	

A gap of 2% was evident in residual attainment between PP and non-disadvantaged students in the March assessment (last assessment before National lockdown, no formal summer assessments). This was their first year at the school so their attainment could not be compared. However, Nationally 2018-19 year 6 Non PP students out-performed PP students in SATS by 21%. This would suggest that strategies used at CNS have enabled PP students to improve progress in line with Non PP students. The summer assessments would have helped to conclusively prove this theory.

Non-disadvantaged students out performed PP students by 2.4% in English and 9.1% in Science. This is a significant gap and will require further exploration at department level. What students require further support? How can they be supported?

Year 8

Yr8 March assesment	PP	Above+ %	Above %	At %	Towards %	Average Grade
Summary	All	2.9	18.9	54	24.2	At
	No	3.1	19.3	54.9	22.8	At
	Yes	1.8	17	49.8	31.4	At
	GAP	1.3	2.3	5.1	-8.6	

The average residual grade across all students was 'At' National expectation, however a gap of 5.1% is evident in achievement of this grade between non-disadvantaged and PP, this is further significant in the figure of 8.6% of PP students residually 'working towards' national expectation.

This gap is created by progress in non-core subjects. Significantly, PP students have out-performed non-PP 3.1% in English and 12.4% and 4.5% in Science. However a gap of 6.6% in favor of non-disadvantaged is evident in RE.

The March assessment figures demonstrate a substantial improvement in PP progression from the same point the previous year, where the residual attainment gap between PP and Non PP students was more than 7% to the detriment of PP students.

Year 9

Yr8 March assesment	PP	Above+ %	Above %	At %	Towards %	Average Grade
Summary	All	2.9	18.9	54	24.2	At
	No	3.1	19.3	55	24	At
	Yes	2.4	17.1	49.8	31.4	At
	GAP	0.7	2.2	5.2	-7.4	

The average residual grade at year 9 was 'At' National expectation demonstrating no significant gap between PP and Non-disadvantaged attainment.

Attainment difference in English, Maths, Science and RE is insignificant and good progress was made across the year group.

Year 10

Year 9 March assessment	PP	9%	8%	7%	6%	5%	4%	3%	2%	1%	U%	Average Grade	Average Points
Summary	All	0	0	0.3	5.7	8.6	21	23.5	21.6	14.3	2	3c	2.96
	No	0	0	0.3	6.4	9.1	22.4	22.9	21.3	13.3	1.8	3c	3.04
	Yes	0	0	0.2	2.8	6.2	15.4	26	22.6	18.6	3.2	2a	2.61
	GAP	0	0	0.1	3.6	2.9	7	-3.1	-1.3	-5.3	-1.4		0.43

The average Year 10 grade in March was formally assessed at 3c a small residual gap of one third of a grade was found in PP student’s attainment.

The most concerning gaps is found in students on course to obtain the higher grades at GCSE. PP students trail by almost 4% in grade 6 attainment, 3% in grade 5 and 7% in grade 4. PP students make up significantly more of the assessed grade 1 and ungraded assessments than Non-disadvantaged. This trend is evident in all Core subjects and RE

This evidence would suggest that we must target the sharing of intervention strategies to improve higher attainment and aspiration in PP students to reduce the difference between PP and non-disadvantaged students. Media Studies produced a high percentage of grade 4, 5 and 6 in assessments, with no difference in attainment between PP and Non PP. What could be learnt from this department and shared?

Further consideration – this is a year group that has been profoundly affected by the National Lockdown and missed much face to face learning. The support of re-engaging with in school learning and knowledge and application skill catch up will be essential to their success in Year 11.

Year 11

Year 11	PP	9%	8%	7%	6%	5%	4%	3%	2%	1%	U%	F%	X%	Average Grade	Average Points	In A8 Basket %
Summary	All	1.9	5.3	10	16	21.8	20.6	13.5	6.5	2.1	0.6	0	1.5	5c	4.74	93.2
	No	1.6	6	10.9	17.7	22.1	20.9	12.8	5.2	1.6	0.3	0	1.1	5b	4.88	94
	Yes	3.1	3.3	7.3	10.4	20.8	19.6	16.1	10.9	3.8	1.7	0	3.1	4a	4.24	90.5
	GAP	-1.5	2.7	3.6	7.3	1.3	1.3	-3.3	-5.7	-2.2	-1.4	0	-2		0.64	

Due to Covid 19 students were unable to sit summer final exams and the grades were assembled through a CAG process.

Non –disadvantaged (5b) students attained on average two thirds of a grade better than PP (4a) residually. This gap is a reduction on the results from year 10 assessments and highlights progress made at the first PPG.

The average grade across all results in the UK in 2019/20 was 4.9 or 4a, therefore CNS PP results were exactly in line with National average.

English Literature reduced the gap to less than a third of a grade between PP and non-disadvantaged and English language and Maths maintained the residual difference of two thirds of a grade.

PP student attained one third of a grade better than non-disadvantaged students in both Biology and Chemistry, but were one third of a grade lower than non-PP in RE at an average grade of 4b.

The greatest disparity is the gap in PP students attaining the higher grades of 8, 7 and 6 against non- PP. there was a 7.3% gap in grade 6.

However, the PP students have reduced the gap on higher grade achievement since their Year 10 assessments and against the previous year 11 group.

Pastoral support to Pupil Premium

In the summer of 2018/19 the Senior Leadership Team offered staff the opportunity to apply for 5 positions of Assistant Head of Year. There was no increase to staff wages through this plan. Instead staff were offered the opportunity to gain experience in Pastoral leadership. It did create a staffing cost as each AHOY were issued 5 additional non-contact periods on their timetable to complete the work of the Assistant Head of Year. This cost equalled £3,607.50 per Assistant Head of Year, totalling £18,037.05 of Pupil Premium funding.

The work of AHOY targeted Pupil Premium support. Improving student’s attendance and attainment.

Mr G D Billington – Assistant Headteacher

Pupil Premium Review

The below table highlights interventions used and their impact. PP attendance improved in almost every year group between half terms and the gap between PP and Non-disadvantaged attendance reduced. The whole school PP attendance improved through the AHOY mentoring/targeted intervention. Highlights included mentoring programmes and breakfast clubs for PP students.

PP student's engagement and access to learning was supported through the purchasing of revision guides, laptops and use of PP funds to pay for places on enrichment trips prior to lockdown.

Strategies to strengthen learning skills of PP students such as organisational and resilience training helped students become more rounded learners. Reading programmes supported improvement in reading ages. Social, emotional, spiritual development interventions were used to improve PP student's confidence in learning.

AHOY Summary:

Year Group	Member of Staff	Role	Purchases Made	Potential Impact	Attendance	
					Feb 2019	Feb 2020
7	EMH	Worked with students on making friendships, organisational skills, revision techniques, social and emotional workshops linked to drama	<ul style="list-style-type: none"> • Payment towards residential team building weekend for PP who could not purchase the full price • Revision equipment to help students prepare for MYE. • Purchase of tickets for PP who could buy the panto in school tickets • 3 Laptops issues to PP pupils 	Pupils have made friends and are happier know who to go to if feeling alone etc. (some still pop to see Emma now). Less anxiety leading into MYE Parents had both tutor and BCR to go to if they needed to discuss anything when their child first started etc.	PP = 94%	PP = 95.8%
	BCR	Mentored PP students identified by tutors as needing academic support. Follow up on PP attendance			NON PP = 96.3%	NON PP = 96.1%
					This Half Term: PP = 96.4% NON PP = 96.2%	
					NOW in Year 8	
8	SSH	Mentored PP students using attendance as the main reason for meeting with them. Looked at any patterns in attendance and contacted subject staff for feedback. Worked on organisational skills and friendship groups. Pupils	<ul style="list-style-type: none"> • Nothing specific Stacey's time, postcards home, pens and pencils but CDY already had these in supply. • 4 laptops issued 1 to PP 	Pupils still popping to see her now. New pupils put into her tutor group so that she keeps a watchful eye to see how they settle. Challenging pupil moved into her tutor group and no issued since (AI)	PP = 95.5%	PP = 93.1%
					NON PP = 95.6%	NON PP = 95.5%
					This Half Term: PP = 90.4% NON PP = 94.3%	

Mr G D Billington – Assistant Headteacher

		still popping to see her now.				NOW in Year 9
9	SKE	“Being from Luton” project meeting with pupils and raising expectations, planned to get visitors in to show all the great jobs pupils have gone onto do etc.	<ul style="list-style-type: none"> Nothing specific as refreshments no needed as visitors did not come in Focus on literacy students reading newspaper articles which SKE provided without cost 	SKE continues to work with these pupils to raise motivation and widen career aspirations	PP = 93.9% NON PP = 95.1%	PP = 95.0% NON PP = 94.6% This Half Term: PP = 94.1% NON PP = 94.7%
	JET	Mentored PP students using attendance as the main reason for meeting with them. Looked at any patterns in attendance and worked with pupils to reduce this. Worked on organisational skills and resilience skills. Pupils still popping to see him now.	<ul style="list-style-type: none"> Nothing specific anything he needed CDY already had available 5 laptops issued 4 to PP 	Attendance still appears to be improved.		NOW in Year 10
10	JPN	Looked at attendance, AD points and selected pupils to work with to address what the pupils’ thought was going well and what support they needed to improve. Liaised with subject staff and parents to increase motivation and engagement	<ul style="list-style-type: none"> Nothing specific anything he needed CDY already had available 33 laptops issued; 24 PP 	JPN continues to work with pupils. Work that TKY did was very much evidence in his HOY application/appointment	PP = 94.4% NON PP = 94.8%	PP = 92.6% NON PP = 95.5% This Half Term: PP = 93.5% NON PP = 94.9%
	TKY					
11	MBS	Looked at attendance, AD points, emotional concerns and selected pupils to work	<ul style="list-style-type: none"> Breakfast revision club with snacks purchased to encourage attendance at 	“filled” pencil cases available for this years Year 11.	PP = 94.1%	PP = 94.4%

			<p>the club and ensure the pupils were eating something in the morning</p> <ul style="list-style-type: none"> • Purchase of revision resources • Purchase of “filled” pencil cases to give out in exams 	<p>MBS continuing this role with Year 12 supporting the students already working with before lockdown etc.</p>	<p>NON PP = 95.7%</p>	<p>NON PP = 95.1%</p>
Whole School					<p>PP = 94.0%</p> <p>NON PP = 95.5%</p>	<p>PP = 94.4%</p> <p>NON PP = 95.5%</p>

COVID-19 Support and Pupil Premium funding

- 33 laptops were purchased for PP students during the lockdown period. This ensured that pupils could access online learning and live teaching through Microsoft Teams. More than 500 live lessons were recorded for all students to access. The laptops were funded through the Pupil Premium budget.
- The school organised free meal vouchers of £15 per week with Tesco supermarket. The vouchers were provided to Pupil premium families every week. This started from the first week of lockdown. This ensured support was delivered to disadvantaged families from the first week of lockdown and avoid any delay in support as the Government free meal vouchers support experienced a time lag. This strategy was funded from the Pupil Premium budget.
- Regular food parcels and hygiene packs were provided and delivered to disadvantaged families throughout the lockdown and summer period. The food supplies and resources were generated from staff contributions and PP funding.
- Partnerships were established with local charities and referrals made for our disadvantaged families, ensuring PP students and their families received further deliveries of food parcels and hygiene packs.
- Weekly contact was maintained with disadvantaged pupils by telephone and email by the Pastoral and Don Bosco team to enable continued support in isolation of lockdown.

Inclusion Support

- 50% of students enrolled into the Don Bosco School in 2019/20 were PP or LAC. PP or PPP students struggling to sustain good behaviour and engagement in education in the main school were supported intensively with behaviour support and diverted from the risk of permanent exclusion. All PP and LAC students improved attendance, punctuality and the reduction of behaviour points when enrolled in the Don Bosco School. No PP students received a PEX.
- 185 students accessed intervention programmes through the Don Bosco Centre prior to school closures in lockdown. 95 of the students were from disadvantaged backgrounds. Interventions included aspirational and careers work, mentoring, counselling, anger management and decision making. Services such as Youthscape and the Youth Offending Team supported disadvantaged students.

Pupil Premium Review

- School family worker has continued to provide 'good as new' uniform supplies, learning equipment packs, food parcels and hygiene packs to 15 disadvantaged families. Advent calendars were also provided free of cost to all disadvantaged families, this was funded through staff donations and PP funding.

Looked After Child Attainment and Support

- There are currently 15 LAC pupils on roll, but only 1 in Year 11 2019/20
- PPP funding is being used to access additional tutoring sessions in English, Maths and Science through tuition agency Educ8te. 8 LAC students are currently accessing tuition.
- PPP funding has been used to purchase laptops for LAC students and ensure they can continue to access online learning and live teaching.
- The LAC pupil from 2019/20 leavers achieved a residual grade of 6b almost 2 grades above the National average for non-disadvantaged students and more than 3 grades above the National average for LAC pupils. The pupil achieved 6's in English Language and Literature, 4 in Maths and 5's in double award Science. Additional weekly tuition sessions were funded in Maths and Science throughout Year 10 and 11 for this student from PPP funding.