

Pupil Premium Strategy Statement and Plan

This statement and planning document details our Academy's use of Pupil Premium funding, and Recovery Premium for 21/22 to help improve the attainment and progress of disadvantaged students.

This document 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 Academy.

Academy Overview

Detail	Data
School name	The Academy of St Francis of Assisi
Number of students in school	547
% of PP Students	63.1%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C Singleton
Pupil Premium Lead	K Walsh
Governor/Trustee lead	S Duffey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£522,385
Recovery premium funding allocation this academic year	£80,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£603,005

Part A: Pupil premium strategy plan – Students

Statement of intent

The primary focus of our Pupil Premium Plan is to improve the life chances of our disadvantaged students. Disadvantaged students at the Academy of St Francis of Assisi come from a range of social demographical backgrounds and in doing so each individual student has differing barriers to learning and to their social and emotional development. As an Academy we have invested heavily in ensuring we identify, understand and target resources to meet the pastoral, social and academic needs of the students.

We aim to remove barriers to provide an ambitious, relevant, inclusive, and progressive curriculum that is accessible to all. We strive to ensure that our students become well educated and well-adjusted young adults that are fully prepared for the world of future work, training or employment removing the restraints of social disadvantage. This will be delivered through students' daily diet of subject curriculum, the Growth Programme and further enhanced by opportunities for CEAIG and cultural enrichment. Equality of opportunity is based on ensuring students are aware of the prospects outside the school environment regardless of social class, gender, race, disability or postcode.

It is crucial that all students receive quality first teaching in every lesson. This is to ensure that students develop the knowledge and skills to address social disadvantage. Therefore, our plan will focus on strategies such as staff CPD to improve the quality of teaching and learning and the development of curriculum which will in turn, improve the quality of education for all students but disproportionately impact on those that are disadvantaged.

Our strategy focuses on explicit barriers such as literacy, attendance and the broader barriers such as attitudes to learning and aspiration. We invest heavily in social, environmental and behavioural support pastoral support including our non-teaching Heads of Year and Chaplaincy support. We also have a team that work with our students that speak English as an Additional Language (EAL) as we recognise the barriers to learning this causes. This is driven by an understanding of the challenges students face and the direct correlation it has with academic achievement and personal development.

In The Academy of St. Francis of Assisi 91.84% of students currently live within a postcode in the lowest decile for the Index of Multiple Deprivation Rank and 84% live within a postcode for the Income Deprivation Affecting Children Index. This can be further broken down to 90.34% living in the lowest decile for Employment outcomes and 98.4% living in the lowest decile for health and disability.

As an Academy we understand the variability of FSM status as a measure of socio-economic disadvantage. It does not depict the full range of complex needs that affect our student community, such as crime, domestic violence, substance abuse, not speaking English, low aspirations and social mobility.

We are a child centred Academy that places the needs of the students as a focal point for all the decisions that we make. All the strategies we put in place are evidence driven using research our from the Education Endowment Foundation and other sources to support this plan.

Challenges

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

Priority number	Detail of challenge
1	To improve literacy skills (reading, oracy & writing)
2	To improve numeracy skills (problem solving and reasoning)
3	To improve attendance, punctuality and reduce persistent absence
4	To improve students' attitudes to learning and promote cultural capital and aspiration
5	To support wellbeing, mental health and safeguarding concerns
6	To improve parental engagement

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 outcomes	Success criteria: Strategy/How	Responsible:	Challenges Addressed
<p>To ensure that PP students make at least good progress in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • Embedding of new curriculum and learning policy to ensure that teaching is consistently challenging and promotes independent learning and retention of knowledge and skills. • There will be an increase in the number of HAP Disadvantaged Students and Disadvantaged Students meeting expectations and exceeding expectations at KS3. • There will be an increase in the progress score of Disadvantaged Students in Year 10 and 11. • Success Criteria: • Books, assessments, lessons and students voice will show that students are knowing and remembering more over time. • Data analysis will demonstrate a significant closing of the gap at KS3 and KS4. 	<p>Led by AR and HODs Delivered by all CTs</p>	<p>1, 2</p>

<p>To rapidly promote student literacy levels through a range of teaching strategies and bespoke targeted interventions.</p>	<ul style="list-style-type: none"> • Literacy Strategies: • Staff CPD to ensure there is a consistent approach to the <i>Big Four</i> across the academy. • Liaison with external school improvement advisors (SIL) to help shape and develop our literacy intervention programme. • Vocabulary: Tier 3 Strategy to be embedded • Success Criteria: Evidence of all staff fully using Tier 2 and Tier 3 vocabulary recorded in MTPs and evident in students' books (Teaching Practice). • Baseline Students: Completion of nationally recognised baseline assessments for all students including GL Assessments for Progress Tests in English, NGRT reading ages and NGRT Spelling Ages. • Sharing of Information: All staff to access, analyse and prepare student profiles to ensure an awareness of literacy capabilities. • Success Criteria: • All students significantly improve their reading age by more than 12 months from their starting point as a minimum. • Intervention is more strategic and improvements are more rapid using GL testing and package specific baseline tests to measure impact 	<p>PO ALL CTs</p>	<p>1</p>
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	<ul style="list-style-type: none"> • Targeted support: HLTA to be timetabled with the most appropriate classes on the basis of need (not behaviour management). • Success Criteria: • To promote rapid progress in literacy and reading, this progress will be seen in assessment data. 		
<p>To improve the teaching of literacy and promote reading across the curriculum.</p>	<p>Pedagogy/Strategies: Staff CPD to ensure there is a consistent approach to the Big Four across the academy.</p> <ul style="list-style-type: none"> ▪ Vocabulary: Super Six strategy led by PAO ▪ Success Criteria: Evidence of all staff fully using Tier 2 and Tier 3 Vocabulary as recorded in SOL and evident in students’ books (Teaching Practice). ▪ Reading: With our Academy reading promise we aim to encourage a passion for reading across the academy. This will be supported through strategies such as Reciprocal Reading and DEAR ▪ Success Criteria: Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice. ▪ Writing: Develop students’ capacity to write with fluency and increased awareness of purpose. Staff will have an increased understanding of the skills required for writing effectively (Composition, Transcription and Executive Function). ▪ Success Criteria: Evidence of increased fluency in extended writing as evidenced in comparable QA pre and post staff training. Jan/July 	<p>PAO Literacy leads</p>	<p>1</p>

	<ul style="list-style-type: none"> ▪ Oracy: Staff will receive training to facilitate structured talk in order to facilitate discussion and debate in a consistent and measured approach across the academy. ▪ Success Criteria: Evidence of increased fluency in the way that students can articulate their viewpoints as evidenced in learning walks and student voice. ▪ Students' reading ages will increase on Reading tests 		
To utilise data to inform curriculum and teaching to ensure rapid gains in year Numeracy Levels.	<ul style="list-style-type: none"> ▪ Baseline Students: Completion of nationally recognised baseline assessments for all students including GL Assessments for Progress Tests in Maths. ▪ Sharing of Information: All staff to access, analyse and prepare student profiles to ensure an awareness of Numeracy capabilities. ▪ Amendment to curriculum: Any adaptations to the curriculum should be made in light of any feedback from standardise testing in order to meet the needs of the student cohort. ▪ Targeted support: HLTA to be timetabled with the most appropriate classes on the basis of need (not behaviour management). ▪ Success Criteria: To promote rapid progress in mathematical fluency, problem solving and reasoning. This will be measured using Pearsons steps. All students will make a minimum of one step progress per academic year. 	KW	2
Continue to improve the attendance of disadvantaged students.	<ul style="list-style-type: none"> • Improved Attendance – Specific targeted interventions on the basis of a graduated response. • Success Criteria: 	HW/RR	3

	<ul style="list-style-type: none"> • Attendance of disadvantaged students to increase by at least 1%. • Reduction in PA -targeted whole school approach to PA. • Success criteria: PA for PP students to reduce by 2% ▪ Improved targeted family support: Role of Safeguarding teams, Heads of Year, Attendance Officer AND Trust Attendance Manager. Introduction of a Behaviour and Learning Mentor to support the reintegration of students who have long-term absences. <p>Success criteria: Successful reintegration of students following absence. Improved parental engagement.</p>		
<p>Students show a positive attitude to learning that will allow them to flourish and thrive in the Academy and prepare them for life beyond the Academy.</p>	<ul style="list-style-type: none"> • A robust behaviour system in place to actively challenge persistent low level disruption and peer on peer abuse. • Success criteria: For students to be able to see poor behaviour results in consequences. • Cultural shift that sees an increase in Positive Behaviour Points that recognise the students reflecting the Academy values • Success criteria: Increasing trend of positive behaviour points reflected in like for like periods of time on ClassCharts. Academy core values being actively recognised and rewarded through half termly collective worship. • More robust rewards system that recognises and celebrates achievements across a range of parameters • Success criteria: Launch of the new rewards action plan, fully costed and implemented. Recognition and rewards for 	<p>CS</p>	<p>4</p>

	<p>positive attendance and attitudes. All Academy staff have levels of responsibility in celebrating success.</p> <ul style="list-style-type: none"> • The student leadership established to ensure students feel acknowledged and rewarded for their efforts in meeting the academies core values. • Success criteria: School council established. Students gain self-respect and self-esteem for representing the Academy in this way. Student Council become role models for other students who then aspire for these positions. 	DF	
<p>Refresh/ Development of the pastoral system to meet the needs of our disadvantaged students this includes wellbeing, mental health and safeguarding concerns</p>	<ul style="list-style-type: none"> • Tailored/ Graduated approaches for all processes to create clarity/ parity and secure accountability for students' actions and create clear lines for improvement in behaviour • Success criteria: Create a bespoke Pastoral Professional Development programme that supports the HoY to be more effective in their role. Positive feedback, suggesting purposeful CPD and strategies pertinent to their role is key to success. • Success criteria: Create a bespoke admin package that supports the HOYs to be more effective in their role including the management of the FTs. Positive feedback, suggesting purposeful CPD and strategies pertinent to their role is key to success. • Interactions with external agencies • Success criteria: Under our tiered approach to support, ensure that referrals to outside agencies are swift and appropriate resulting in barrier removal and students 	CS/ AAHTs	4

	<p>continuing to engage in education. Case studies show improved behaviour/attendance/engagement</p> <ul style="list-style-type: none"> • Targeted School intervention support • Success criteria: Under our tiered approach to support ensure that internal referrals are viewed and triaged swiftly to appropriately skilled staff. This will result in barrier removal and students continuing to engage in education. Case studies show improved behaviour/attendance/engagement 		
<p>To ensure that students are prepared for the tests of life not a life of tests through our personal development offer</p>	<p>Embed Growth Programme/ PSHE within it and support our students for their future:</p> <ul style="list-style-type: none"> • Year Group collective worship Christian focused assemblies that support personal development and Growth content and ecclesiastical calendar. • Success Criteria: Spiritual growth coupled with a sense of community, belonging and learning of life skills as evidenced through student voice. • Debates and Discussions • Reading a news article to provoke thought and dialogue amongst students with the assistance of posed questions. 	<p>DF/ MG/ PJ</p>	<p>4/5</p>

	<ul style="list-style-type: none"> • Success Criteria: Social and cultural development as evidenced through student voice. Students also show a growing tolerance for others and their opinions. • Life Skills • The direct teaching of the PSHE curriculum cross-referenced against statutory guidance, the needs of our local community and in response to staff voice. • Success Criteria: Students are prepared for life knowing how to make a positive contribution to society and keep themselves safe as evidenced through student voice. Students also show a growing tolerance for others and their opinions. • Personnel Development • Students study a vast array of subjects in line with guidance from the government and the PSHE association. The lessons aim to improve student’s knowledge and understanding in aspects of life that can develop their social and emotional wellbeing and skills. Students will focus on topics that may be crucial to their development as individuals and issues that may affect them throughout their lives. • Success criteria: To develop pupils socially, emotionally and allow them to be fully functional members of society when 		
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	<ul style="list-style-type: none"> • Development of a Work Experience programme to enhance students' aspirations and employability post- 16. • Developing links with employers offering apprenticeships. <ul style="list-style-type: none"> • Success Criteria: • CEAIG Student voice shows an increased awareness of Higher and Further Education (in time will be able to track progression into HE) • A further reduction of students classified as NEET with a target of 0%. 		
Access to technology and educational materials	<ul style="list-style-type: none"> • Utilise the Government laptop Scheme to ensure all Disadvantaged students can access work from home to support learning. • Success Criteria: Increased independent study. Audit disadvantaged students access pre and post allocation. Student/Staff voice 	JM/DA	1/2/4/6
Ensure that knowledge and skills gaps are addressed for disadvantaged students – English as an Additional Language (EAL)	<ul style="list-style-type: none"> • A significant amount of time has been invested in our students who speak English as an Additional Language through our language acquisition manager. • Success Criteria: 	IH	1, 2

	<ul style="list-style-type: none"> Students have the support needed to access lessons, which will encourage learning at a quicker pace. 		
Ensure that students are provided with meaningful feedback that has an impact on improving their knowledge and skills	<ul style="list-style-type: none"> The requirements for meaningful assessment and feedback that will help improve knowledge retention and skills development. This outlines opportunities for collective and personalised feedback. <p>Success Criteria:</p> <ul style="list-style-type: none"> To help students make progress; To provide strategies for students to improve; To give students dedicated time to reflect upon their learning and put in effort to make improvements; To inform our planning and structure the next phase of learning; To facilitate effective and realistic target setting for student and/or the teacher; To encourage a dialogue to develop between student and teacher; To encourage students to have a sense of pride in their work; To encourage students to aim for perfect presentation; To correct mistakes, with a focus on Literacy skills. <ul style="list-style-type: none"> Evidence of the use of assessment and feedback to promote reflective teaching and improvement in student's books where misconceptions and gaps in knowledge are addressed. 	Led by CO'D Heads of department	1, 2
Continuation of a breakfast club	<ul style="list-style-type: none"> Breakfast provided for all students who arrive before school and wish to eat at the canteens 	GJ/ KM/ HOYS	

	<ul style="list-style-type: none"> • Social development of students' relationships, HW time, catch up with staff time. • Success Criteria: Students are using the service and we are seeing an improvement in punctuality to school and increase in attendance. 	HW/ attendance tea	
<p>Increasing parental engagement to promote</p> <ul style="list-style-type: none"> • Better behaviour • More confidence and greater self-esteem • Higher attendance rates • A lower risk of exclusion • More enthusiasm about learning • Better results. 	<ul style="list-style-type: none"> • Involve parents in approaches and programmes which aim to develop parental skills such as literacy or IT skills • Involve parents in general approaches which encourage parents to support their children with, for example reading or homework • Involve parents in their children's learning activities through explicit use of ClassCharts • Provide more intensive programmes for families in crisis. • Success criteria: Evidence shows that parental engagement has a positive impact on average of 4 months' additional progress. Improvement across the metrics shown in intended outcomes. 	CS	6
<p>Provide a rich and broad curriculum that builds cultural capital.</p> <p>Increased cultural capital by exposing students to a range of enrichment experiences</p> <p>"the knowledge and cultural capital they need to succeed in life"</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Our extracurricular offer provides students plenty of opportunities to explore new activities through after-school clubs • Measurable increase in attendance of disadvantaged pupils experiencing wider curriculum opportunities over time. 	SH/ DF AR	3/4/6

<p>All students to have had and the opportunity to engage in cultural capital Increasing % of PP students taking part in the extra-curricular offer</p>	<ul style="list-style-type: none"> • The wider curricular offer enriches students’ culture capital to equip them with skills and experiences to succeed in line with all students nationally • Clarity in communication of our extra-curricular offer in terms of intention and implementation which is fully understood by all staff • Our extra-curricular provision is extensive, well promoted and attendance of PP students at extra-curricular provision increases • <p>Key actions</p> <ul style="list-style-type: none"> • Review EEF research on extra-curricular and best practice for PP students and review ASFA offer in line with the current research in this area • Baseline % of PP currently taking part in extracurricular provision for ongoing analysis as evidence of improvement • Review current extra-curricular offer for students and gain student voice (PP) in their interests and expand offer to support • Wider cultural participation is tracked termly including monitoring of buy in to extra-curricular clubs • Departmental commitment to enhancing cultural capital through extra-curricular provision – HOD meetings etc. 		
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	<ul style="list-style-type: none">• Teaching students about a wide variety of arts including literature and music• Prioritising school trips• Provide plenty of opportunities for questioning, curiosity and creativity.		
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Conditions of Grant:

7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development.
- provide targeted academic support, such as tutoring.
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

8. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

13. Use of the LAC premium

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay.

Local authorities may not carry forward funding held centrally into the financial year 2022 to 2023. Centrally-held LAC premium that has not been spent, or allocated to the child's education setting, by 31 March 2022 will be recovered.

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.

Budgeted cost 187550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Strategies:</p> <ul style="list-style-type: none"> • Adopting a structural and historical approach to teaching vocabulary (Tier 3 in the first instance) to target affixes common between subjects. Adopted as part of a multi-modal offer of literacy support ranking vocabulary number 1 in terms of a hierarchy of need across the school for students to access the curriculum. • Curriculum for Life and in particular the ‘Stories for Life’ component where students read a pre-selected text applicable to their situation (diverse in subject matter and theme) in form time. This is for ALL year groups and will form a rolling programme of 	<p>EEF – Improving whole school secondary literacy</p> <p>“Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.”</p> <p>We are utilising the EEF 7-Step improving literacy in secondary school’s report as the framework for planning and implementing our literacy strategy.</p>	<p>1, 4, 5</p>

<p>reading and discussion of texts led by form tutors on a weekly basis.</p> <ul style="list-style-type: none"> • Shared Reader programme providing training to Reading Buddies to pair struggling readers with confident, fluent readers. 		
<p>Staff CPD – Evidence based research:</p> <ul style="list-style-type: none"> • All staff as part of their Staff Appraisal Cycle will engage in a Teaching research project on 1 of 5 topics. <p>Staff will work collaboratively and feedback to make informed changes to teaching practice</p>	<p>EEF – Effective Professional Development</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p> <p>These exemplify a 1,3,4,5 growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</p>	<p>1, 3, 4, 5</p>
<p>Feedback:</p> <ul style="list-style-type: none"> • CPD to improve the quality of feedback that students receive. This is a school priority as part of our teaching and learning and assessment strategy to ensure that students gaps in knowledge are 	<p>EEF – Teacher feedback guidance report</p> <ul style="list-style-type: none"> • “(feedback) supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. 	<p>1, 2</p>

<p>assessed and responded to by teachers.</p>	<ul style="list-style-type: none"> • This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.” 	
<p>Knowing your students:</p> <ul style="list-style-type: none"> • CPD to ensure effective teaching and meeting individual students needs – particular focus on SEND and EAL 	<p>EEF - Special Educational Needs in Mainstream Schools</p> <ul style="list-style-type: none"> • High quality teaching is the starting point for meeting the needs of pupils with SEND and is based on strategies that should be in the repertoire of every mainstream teacher. • These strategies should be used for all pupils and then applied flexibly in response to individual needs. Weaving inclusive approaches into everyday, high-quality classroom teaching supports SEND to become part of the fabric of the whole school, rather than being seen as a ‘bolt-on’. • The EEF guidance suggests the following strategies can be particularly useful for pupils with SEND: <ul style="list-style-type: none"> • flexible grouping • cognitive and metacognitive strategies • explicit instruction • using technology • scaffolding. 	<p>1, 2</p>

	<ul style="list-style-type: none"> • This is revisited frequently and used to inform QA 	
<p>Subject specific enrichment, clubs and trips:</p> <ul style="list-style-type: none"> • Develop the provision of extracurricular clubs and activities for students driven by Heads of Department to support and supplement the curriculum • Additional music tuition • This will be programs such as Football beyond borders, Rowing, Duke of Edinburgh and social projects. 	<p>Sutton Trust:</p> <ul style="list-style-type: none"> • Three quarters of young people believe that better life skills would help them get a job in the future, and 88% say that they are as or more important than getting good grades. However, only 1 in 5 pupils say that the school curriculum helps them ‘a lot’ with the development of life skills. • Extra-curricular activities can contribute to the development of these skills, but there are substantial gaps between the level of provision of clubs and activities reported by teachers, and actual take-up by pupils. 78% of teachers report the availability of volunteering programmes to build life skills, but only 8% of pupils say they take part. 45% of teachers said their school provided debating, yet just 2% of young people reported participating. Almost two in five young people (37%) don’t take part in any clubs or activities. • There are also substantial socio-economic gaps in access to extra-curricular activities, with pupils from disadvantaged backgrounds less likely to take up activities than their better off peers (46% compared to 66%), with just half of those receiving free school meals (FSM) taking part. • Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. 	6

	They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and uni and job applications	
LSA support Additional LSA support in literacy/numeracy	<p>“Teaching assistants can improve literacy and numeracy skills when they are deployed well, according to the results of two randomised controlled trials published today by the Education Endowment Foundation (EEF, 2014).</p> <p>Research to date has suggested that students in a class with a teaching assistant did not, on average, perform better than those in a class with only a teacher. The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.”</p>	1,2
Leadership <ul style="list-style-type: none"> • 15% of the headteacher and deputy headteacher wage 	A high percentage of PP students are a particular focus for attendance cohorts, SEN, vulnerable groups (inc safeguarding) and exclusion. These students need additional support to ensure a bespoke, joined up approach for each individual.	
Teacher <ul style="list-style-type: none"> • Primary trained teacher to work with the small learning community 	As part of the need to promote inclusion, there is now a growing trend to place pupils with special educational needs (SEN) into a mainstream school setting. This is often facilitated by providing a specialist SEN resource base located within the mainstream school.	1,2

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

Budgeted cost: 89,491

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Librarian</p> <ul style="list-style-type: none"> • Book Buzz scheme in Year 7-8 led by the librarian in which students select a book from a diverse range of texts which they then receive free of charge 	<p>Since 1992, a growing body of research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievement (Gretes, 2013; Scholastic, 2016)</p>	<p>2</p>
<p>Intervention Support</p> <ul style="list-style-type: none"> • 4 LSA's • Catch up curriculum to identify areas in need of development 	<p>Intervention support to enable all students to close gaps in learning to enable full inclusion for all pupils</p>	
<p>Alternative Provision</p> <ul style="list-style-type: none"> • AP settings are places that provide education for children who can't go to a mainstream school. 	<p>Students are still able to receive an education in a setting suited to their needs.</p>	<p>4,5</p>

Fast Track Phonics & Guided Reading

– focusing on lowest 12 students in Year 7 & 8 typically EAL students with language acquisition issues

Year 7 – cohort of 39 students drawn from a combination of GL, Accelerated Reader and No More Marking data

Group 1 (99) x 11 students

Group 2 (96-98) x 7 students

Group 3 (94-95) x 6 students

Group 4 (93) x 6 students

Group 5 (88-92) x 6 students

Group 6 (88) x 3 students

22 (12% of Year 7 cohort) students who achieved a score of 100+ between December 2020 and June 2021, i.e. were secondary ready.

Year 8 – cohort of 12 students will receive catch-up support as above

Group 1 x 4 students

Group 2 x 4 students

Group 3 x 5 students

9 students progressed to 100+, i.e. secondary ready as of June 2021.

EEF Guidance

- Learners’ proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018)
- Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.
- High impact (5+ months) for very low cost based on very extensive evidence

1, 2, 4, 5

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

Budgeted cost: £ 327,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Staffing Structure:</p> <p>Non Teaching HOYs - reshaping systems and strategies</p>	<p>With the increased availability of 5 non-teaching staff, we are able to increase parental engagement.</p> <p>EEF – Parental engagement “Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>This system will also allow for more rapid intervention and targeted support in order to remove barriers to learning.</p>	<p>3, 4, 5</p>
<p>Attendance strategy:</p> <ul style="list-style-type: none"> • Supplemented payment of attendance officer • Utilising trust attendance support 	<p>The National Centre for Education Statistics, 2009</p> <p>“Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career.”</p>	<p>3, 4, 5</p>
<p>Student Leadership:</p> <p>A structured approach to student leadership and student council in order to develop student voice and</p>	<p>The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013</p> <p>“Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater</p>	<p>3, 4, 5</p>

<p>provide opportunities for personal development and feelings of engagement and self-worth.</p>	<p>character development, greater social development, and a greater sense of the importance of community involvement.”</p>	
<p>EAL department</p> <p>The principle aim of the EAL Department is to give all pupils whose first language is not English the linguistic ability and confidence in their academic studies and co-curricular choices</p> <ul style="list-style-type: none"> • To coordinate strategies and actions that enable full inclusion of all pupils in curricular and co-curricular opportunities at school. • To provide reasonable and appropriate material resources, target support and suitable advice to EAL pupils. • To improve English language skills in order to allow pupils to access the general curriculum. • To coordinate with colleagues, Heads of Department, Heads of Year, tutors, parents/guardians 	<p>A systematic review of language and literacy interventions in children and adolescents with English as an additional language (EAL).The Language Learning Journal, 2019</p> <p>“There is a pressing need to identify language interventions able to improve the educational outcomes of EAL pupils, especially those most at risk of underachievement.”</p>	<p>1, 2, 3, 4, 5,</p>

<p>and pupils to offer support to any EAL pupil failing to reach their potential due to a language barrier.</p>		
<p>Careers education Advice Information and Guidance</p> <p>Arrange encounters with a range of Employers, Further Education, Higher education, and Training providers.</p> <ul style="list-style-type: none"> • Mock Interview Day • Trust Expo Day • Crown prosecuting Service 	<ul style="list-style-type: none"> • Required as this is stipulated as good practice within the Gatsby Benchmarks. • In line with Baker clause as outlined Technical and Further Education Act 2017, this stipulates that schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them. 	<p>1, 2, 3, 4, 5,</p>
<p>Academy Rewards System</p>	<p>Poor student achievement is often attributed to a lack of motivation and rewards are given in an attempt to increase that vital student motivation</p>	<p>3,4 and 5</p>
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Promotion of parental engagement through supporting pastoral leaders to utilise their time, School cloud to support online meetings and increased communication and 	<p>EEF Research</p> <ul style="list-style-type: none"> • The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. • The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other 	<p>3, 6</p>

<p>encouragement to attend parent’s evenings.</p>	<p>interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children’s attainment is challenging and needs careful monitoring and evaluation.</p>	
<p>Behaviour Support</p> <ul style="list-style-type: none"> • students learn strategies that work for them, so that they can learn to self-regulate • students have their individual needs met, helping them to develop their strengths, emotional resilience and independence • students become better engaged with their learning and can access more of the curriculum 	<p>Teachers need support as “Behaviour problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning” (Evidence-based Classroom Behaviour Management Strategies, 2012)</p>	<p>4</p>

<p>Family Community Support</p> <ul style="list-style-type: none"> • uniform provision • transport for pupils • student welfare 	<p>School uniform plays a key role in promoting pride, self-confidence, and a feeling of belonging within the student body. These factors contribute to students' wellbeing, removing the additional pressures of deciding what to wear and added stress of meeting the expectations of their peers</p> <p>Helping students financially attend school.</p>	<p>5</p>
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Total budgeted cost:

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
<p>National Tutoring Programme</p> <ul style="list-style-type: none">• Utilising the government’s National Tutoring Programme• Selection of students based on standardised test scores demonstrating deficits in literacy and numeracy Years 8 – 10. 15 students in each year group.• Subsidised staffing for 5 days per week for small group interventions. These sessions were delivered in school in person.• Groups of 3 students that were grouped strategically based on gaps in knowledge and skills. The selection of students and groupings was data driven and built on the knowledge of students.• Curriculum leaders facilitated and directed content for delivery.• Sessions were well attended with an average attendance of 90% - if students were present in school they attended the tutoring with very few exceptions.	<p>National Tutoring Programme delivered by the Tutor Trust</p>

<ul style="list-style-type: none"> • Literacy content supporting reading and the curriculum being delivered at the time in the classroom. This included more in-depth analysis supported by the small group interactions around vocabulary and the social context of the era in which the literature was based. E.g. workhouses and the link to Charles Dickens. This supported students not only through development of literacy but with a greater awareness of cultural references. There was a strong dialogue between NTP staff and teaching staff on progress made. – PO/ EB IH liaised with the tutors and teaching staff to make sure there was bespoke support for each student. The sessions were quality assured externally by the Tutor Trust and weekly by IH. • Greater understanding of text was evident and an increased level of engagement in lessons as students were keen to demonstrate newfound knowledge. • The students were identified following AP1 and GL assessments in the autumn term as making less than expected progress. In AP3 the following demonstrates the number of students whose progress had improved to making or exceeding expected progress: <ul style="list-style-type: none"> • Year 8 English 9/15 • Year 8 Maths 12/15 • Year 9 English 14/15 • Year 9 Maths 14/15 • Year 10 English 8/15 • Year 10 Maths 13/15 • Overall English 31/45 or 69% improved to a level of at least making expected progress by the summer. • Overall Maths 39/45 or 87% improved to a level of at least making expected progress by the summer. <p>3.</p>	
<p>2020 figures in comparison to 2019</p>	

2020

ST FRANCIS OF ASSISI			ST FRANCIS OF ASSISI		
Apprenticeship	1	0.65%	Employment Education and Training (EET)	142	92.2%
Current situation not known	10	6.49%	NEET - Active	1	0.6%
Employment without training	1	0.65%	NEET - Inactive	1	0.6%
ESFA funded work based learning	2	1.30%	Status Not Known	10	6.5%
Further Education	48	31.17 %		154	
Other training	2	1.30%			
Part time education	1	0.65%			
School Sixth Form	71	46.10 %			
Seeking employment, education or training	1	0.65%			
Sixth Form College	15	9.74%			
Temporary break from learning - Illness	1	0.65%			
Traineeship	1	0.65%			
	154				

More students have attended employment, education and training in 2020, compared to 2019. We are working towards a NEET target of 0%.

2019

ST FRANCIS OF ASSISI				SUMMARY		
Apprenticeship	4	2.84%		Employment Education and Training (EET)	129	91.49%
Cannot be contacted - no current address	1	0.71%		NEET - Active	1	0.71%
Current situation not known	9	6.38%		NEET - Inactive	1	0.71%
ESFA funded work based learning	1	0.71%		Status Not Known	10	7.09%
Further Education	31	21.99%			141	
Part time education	1	0.71%				
School Sixth Form	69	48.94%				
Seeking employment, education or training	1	0.71%				
Sixth Form College	20	14.18%				
Temporary break from learning - Illness	1	0.71%				
Temporary employment	1	0.71%				
Traineeship	2	1.42%				
	141					

Action Tutoring

- Year 11 20 students – 10 identified for English and 10 for maths
- This was planned as a 15 week programme for Year 11 students with each session lasting an hour. They completed 6 sessions before Christmas before school closure. These sessions were initially delivered in person but switched to online. Attendance of students was badly affected by Covid related absence in the autumn term.
- Progress – English - of the 8 students with prior data 6 achieved at least their target grade. The 2 students without prior data achieved grade grades 4 and 5.

Action Tutoring
Led by Ian Hepke

<ul style="list-style-type: none"> Progress – Maths – of the 5 students with prior data 4 achieved their target grade. Of the 5 students without prior data, there were three grade 4, one grade 5 and one grade 3. 	
<p>Attendance Figures for PP/Non PP Cohort</p> <p>PP stood at 88.3% for Academic Year 2020 – 2021, with Non PP at 92.3%. This is a 4% difference.</p> <p>The Academy YTD figure was 89.3%.</p> <p>However this is not a truly reflective figure due to the coding of Covid19 during lockdown, when vulnerable cohorts were identified to attend school, and were coded as absent if they failed to attend. This was in contrast to students who were X coded, during the lockdown, as therefore this did not affect their attendance figures.</p> <p>There had been a downward trend, with the gap closing between PP and Non PP cohorts Pre Covid.</p> <p>2016/2017 PP stood at 90.8% and Non PP at 95.7%, this is a 4.9% difference.</p> <p>2017/2018 PP stood at 95.7% and Non PP at 91.9%, this is a 3.8% difference.</p> <p>2018/2019 PP stood at 96.3% and Non PP stood at 93.8%, this is a 2.5% difference.</p> <p>Therefore the trajectory for reducing PP was hindered once Covid 19 impacted and the coding for the lockdowns. With strategies, as documented above, PP attendance can be approved significantly.</p>	
<p><u>SEN and PP</u></p>	

English

Year 7 - 13/18 are PP

Year 8 - 10/12 are PP

	Above Expected Level	Expected Level	Below Expected Level
Year 7	30%	30%	61%
Year 8	20%	60%	20%

Maths

Year 7 - 13/18 are PP

Year 8 - 12/18 are PP

	Above Expected Level	Expected Level	Below Expected Level
Year 7		46%	54%
Year 8	8%	67%	25%

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.