

Archbishop Beck Catholic College- Pupil premium strategy 2020-2021

1. Summary information																																																					
School	Archbishop Beck Catholic College																																																				
Academic Year	2020-21	Total PP budget	£312,134	Date of most recent PP Review	N/A																																																
Total number of pupils (Y7-11)	930	Number of pupils eligible for PP (Y7-11)	309	Date for next internal review of this strategy	July2021																																																
<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>PP%</th> </tr> </thead> <tbody> <tr> <td>Year 7 - All</td> <td>78</td> <td>41%</td> </tr> <tr> <td>Male</td> <td>47</td> <td>46%</td> </tr> <tr> <td>Female</td> <td>31</td> <td>35%</td> </tr> <tr> <td>Year 8 - All</td> <td>63</td> <td>33%</td> </tr> <tr> <td>Male</td> <td>30</td> <td>29%</td> </tr> <tr> <td>Female</td> <td>33</td> <td>38%</td> </tr> <tr> <td>Year 9 - All</td> <td>53</td> <td>28%</td> </tr> <tr> <td>Male</td> <td>31</td> <td>32%</td> </tr> <tr> <td>Female</td> <td>22</td> <td>24%</td> </tr> <tr> <td>Year 10 - All</td> <td>58</td> <td>31%</td> </tr> <tr> <td>Male</td> <td>33</td> <td>33%</td> </tr> <tr> <td>Female</td> <td>25</td> <td>29%</td> </tr> <tr> <td>Year 11 - All</td> <td>57</td> <td>33%</td> </tr> <tr> <td>Male</td> <td>35</td> <td>34%</td> </tr> <tr> <td>Female</td> <td>22</td> <td>32%</td> </tr> </tbody> </table>							PP	PP%	Year 7 - All	78	41%	Male	47	46%	Female	31	35%	Year 8 - All	63	33%	Male	30	29%	Female	33	38%	Year 9 - All	53	28%	Male	31	32%	Female	22	24%	Year 10 - All	58	31%	Male	33	33%	Female	25	29%	Year 11 - All	57	33%	Male	35	34%	Female	22	32%
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2. Current attainment				
	Pupils eligible for PP (your school)	Pupils eligible for PP (2019/20 national)	All Pupils (2019/20 national all)	Pupils not eligible for PP (2019/20 national other)
Progress 8 score average (from 2019/20)	-0.75	<i>Data to follow</i>	<i>Data to follow</i>	<i>Data to follow</i>
Attainment 8 score average (from 2019/20)	43.15	<i>Data to follow</i>	<i>Data to follow</i>	<i>Data to follow</i>

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Whilst improving, disadvantaged higher ability pupils do not always achieve the top grades that they are capable of.
B.	Whilst improving, the progress of disadvantaged pupils in the Ebacc element remains below the progress made in the other elements.
C.	A consistent approach to teaching and learning needs to be embedded, including increased levels of challenge, deeper questioning and student independence.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are lower than other pupils. A higher proportion are persistently absent. This reduces their time in lessons and thus affects their progress. Monitoring visit Ofsted 2019 "Overall attendance has improved since the previous inspection, and this includes the attendance of disadvantaged pupils. However, although the rate of persistent absenteeism of disadvantaged pupils has reduced markedly it remains too high." Ofsted, July 2019
E.	Some pupils eligible for PP often have low aspirations, which can be shared by their parents. Out of College barriers pertaining to individual pupils may require extra support. This could include behaviour, anger management, uniform, equipment and a lack of support from home that is available to others.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	The quality of teaching, including targeted interventions, is consistently high across subjects to meet the needs of all learners.	<ul style="list-style-type: none"> College quality assurance records of lesson observations show that teaching is consistently good and is improving. Implementation of a common approach to Teaching and Learning using the “High 5 Lesson”- Consolidation, Modelling, Response and Feedback, Challenge and Independence. Effective CPD throughout the year resulting in improved teaching and outcomes. This will include the development of Middle Leaders and a personalised CPD program developed for all teachers as a response to quality assurance. College quality assurance records show consistently good marking and feedback across subjects. Every teacher is using assessment information to plan learning that meets the needs of all groups including disadvantaged, SEN and higher ability. Refer to COVID catch up premium document to inform other aspects of high-quality teaching
B.	The progress of disadvantaged pupils, including those with higher prior attainment, improves.	<ul style="list-style-type: none"> Internal assessment data shows that the performance of disadvantaged pupils is improving across cohorts and subjects. Barriers to learning are identified for disadvantaged pupils and appropriate interventions and support are put into place. Key performance indicators show that the differences between the performance of disadvantaged and none disadvantaged pupils, including those with higher prior attainment, are diminishing. This includes: <ul style="list-style-type: none"> Progress 8 Attainment 8 Basics Measure (Strong and standard) Ebacc Measure (Strong and standard) <p>COVID catch up premium document highlights strategies incorporated for disadvantaged students</p>
C.	The attendance of pupils eligible for Pupil Premium is improved, including those who are persistently absent.	<ul style="list-style-type: none"> Average attendance of disadvantaged pupils is more in line with non-disadvantaged pupils and College targets. Attendance of disadvantaged students is closer to National Average. (95%) IDSR 2017 Persistent absenteeism is reduced for disadvantaged pupils in comparison to 2017. Engagement document – daily/weekly reports issued on a daily/weekly basis. Pastorally led via department engagement
D.	Individual pupils are supported to enable them to make progress. Disadvantaged pupils have higher aspirations.	<ul style="list-style-type: none"> All disadvantaged pupils move on to a suitable destination Post 16 with none being NEET.

		<ul style="list-style-type: none"> • Post 16 destinations for the upper disadvantaged cohort are in line with College targets. Increased numbers of disadvantaged pupils go on to the sixth form and then to university. • Internal behaviour, data and attendance records show good engagement for disadvantaged pupils. • Figures for parental attendance at College events reflects improvement. Positive pupil and parent voice. • Disadvantaged pupils' attendance at extra revision sessions is in line with other pupils. • Internal records show that completion of homework and work ethic is improving.
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5. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>All lessons delivered to all pupils are consistently good or better (Relating to overarching desired outcome A, B)</p>	<ul style="list-style-type: none"> • Internal and external CPD to develop expertise in subject areas. • Personalised teachers CPD program to focus on identified themes. • Increased leadership capacity in College (Middle leaders internal CPD, NPQML, NPQSL, NPQH, SLE involvement). • Introduction of “High 5 lesson” approach to improve consistency including a focus on consolidation, modelling, response and feedback, challenge and independence. • Use of analysis and intervention weeks identified in the assessment calendar to identify areas of underperformance and put support/intervention into place. Heads of department to produce action plans following each assessment period. 	<p>Quality first teaching minimises barriers to learning and reduces the need for later interventions. EEF 2018.</p> <p>Effective leadership at all levels of a school is critical in improving attendance and outcomes for disadvantaged students EEF 2018</p> <p>Ofsted November 2017, areas for improvement: “Embed changes to raise outcomes and ensure that all pupils, especially the disadvantaged, make good progress by – making sure that teachers use assessment information so that they challenge pupils more, especially the most able – strengthening teachers’ use of questioning so that pupils are routinely challenged to think hard and improve the quality of their answers”</p>	<ul style="list-style-type: none"> • INSET planned at SLT and delivered to all staff • Reports to SLT termly on all aspects of training, both internal and external. • Teacher voice and review of all internal CPD 	<p>Assistant Headteachers (CPD and Teaching and Learning)</p>	<p>Ongoing lesson observation schedule in College Calendar.</p> <p>Data analysis following each assessment period (2 per year) - see College Assessment Calendar</p>
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<p>All pupils receive regular and effective written feedback (Relating to overarching desired outcome A and B)</p>	<ul style="list-style-type: none"> • New whole College marking and feedback policy Sep 2017, reviewed and adapted Sep 2018. • INSET and CPD for all teachers on High 5 lesson, including feedback. • Focused book checks in the calendar with SLT leads, HODs and subject teachers 	<p>EEF toolkit highlights effective feedback as an impactful strategy. Whilst good evidence of improvement, College quality assurance has shown this as a further development area.</p> <p>Ofsted November 2017, areas for improvement: “making sure that teachers routinely spot when pupils misunderstand and help them to improve their work”</p>	<p>Quality assurance calendar for work scrutiny.</p>	<p>Assistant Headteacher (Teaching and Learning)</p> <p>Heads of Department</p>	<p>Ongoing work scrutiny schedule in College Calendar</p>
<p>Teachers know their pupils well, assess progress accurately and are able to meet their learning needs. (Relating to overarching desired outcome A, B, D)</p>	<ul style="list-style-type: none"> • All teachers are to use seating plans that clearly identify disadvantaged pupils. They have access to clear identification of cohorts, prior attainment and targets. • New assessment criteria started September 2019 following Curriculum changes, including 3-year KS3. Barriers to learning identified for all students to allow for targeted intervention. • Quality assurance and moderating of assessments across all subjects. Moderating to be built into the College calendar for all year groups. • English and Mathematics QLA Key Stage 2 data to be analysed and used by Y7 teachers to inform future planning. • Data/SISRA CPD provided for Progress Managers as part of the Middle Leaders CPD program 	<p>Effective use of seating plans can improve attainment. Knowing and assessing pupils accurately is essential in informing future teacher planning. Experience has shown that skills-based assessment at KS3 is needed to ensure pupils are GCSE ready.</p>	<ul style="list-style-type: none"> • Seating plans to be in place for all classes and provided for all lesson observations. • Quality assurance calendar in place. 	<p>Heads of Department to ensure that seating plans are in place.</p> <p>Senior staff in charge of each Key Stage</p> <p>Assistant Headteacher (Assessment)</p>	<p>Review after each assessment period of each year group.</p>

<p>Improved literacy and numeracy skills (Relating to overarching desired outcome A,B)</p>	<ul style="list-style-type: none"> • Weekly literacy and numeracy activities • Similar ability forms set up in Y7-11 to allow for targeted form activities (virtual at present via Microsoft Teams) 	<p>EEF research makes a direct link between improved literacy and increased attainment</p> <p>Experience has shown that the actions taken have an impact: Ofsted November 2017 “Leaders, rightly, make the teaching of literacy a high priority at the school, including for pupils who enter the school with mid and high starting points. Consequently, teachers respond by planning work that challenges pupils to speak, read and write at length”</p> <p>“Pupils receive a range of support measures well matched to their literacy and/or numeracy requirements.”</p>	<p>Regular review of progress through the College assessment calendar and tracking systems.</p>	<p>Literacy and Numeracy Coordinators. Progress Managers.</p>	<p>Review after each assessment period.</p>
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<p>Improved progress in Core Subjects (Relating to overarching desired outcome B)</p>	<ul style="list-style-type: none"> • Creation of one extra classes in Y11 for science allowing a class of to increase challenge from foundation to higher tier. • Maths tuition and mentoring provided in small groups with specialist teachers. • Involvement for all maths staff in external CPD including AMSP project, Craig Barton project ran by School Improvement Liverpool & Numeracy Quality Counts mark. • Science one to one tuition provided weekly for 14 identified PP pupils. • English strategies: Learners to be strategically seated in class, Live marking, Weekly Dialogue 	<p>Analysis of data at the end of Y10 showed that this year group would benefit from more targeted teaching and challenge at specific skills which smaller class sizes allows for. Experience has shown this strategy to be successful as shown in the improvement in progress and attainment. EEF research (Sep 2019) promotes the use of one to one and group tuition</p>	<ul style="list-style-type: none"> • Monitored by each Head of Department and SLT through Line Management. • Internal assessment data and HOD action plans • Staff and pupil voice for new forms 	<p>Deputy Headteacher KS4</p> <p>Heads of Department</p> <p>Assistant Headteacher (Mathematics)</p>	<p>Half termly</p>
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<p>All pupils have access to a full range of curriculum support (Relating to overarching desired outcome A,B,D)</p>	<ul style="list-style-type: none"> • Provide access to essential curriculum visits, revision guides and resources. • Provide lunchtime support and after College homework clubs • Weekly program of revision classes for exam classes • Holiday revision classes run by departments to target identified PP cohort (to be implemented when lockdown restrictions are removed) 	<p>Pupils who are eligible for PP must be allowed the same experience and opportunities to enrich their learning.</p> <p>Extra support well attended and liked by disadvantaged pupils. Proven to be successful, progress and attainment have increased.</p>	<ul style="list-style-type: none"> • Progress Managers ensure that individual needs are met. • Liaison with Student Services in weekly Pastoral meetings attended by Deputy Head, Assistant Headteacher, Progress, Progress Manager, Assistant Progress Manager, Inclusion Manager and Mentors. • Holiday classes overseen by Deputy Headteacher of each Key Stage. 	<p>Progress Managers. Deputy Headteacher of each Key Stage</p>	<p>Half termly</p>
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<p>The attainment and progress of higher attaining pupils improves (Relating to overarching desired outcome A,B)</p>	<p>New Senior Leader appointed to lead provision for Higher Attaining Pupils (HAP) Sep 2019</p> <p>New curriculum focus as of Sept 2019 with focus on HAP provision and additional challenge in all subjects</p> <p>HAPs form in Y8-11 (Y7 to be implemented when lockdown restrictions are removed)</p> <p>Program in place to provide all identified most able pupils with enrichment opportunities/visits</p>	<p>CPD planned as a response to teacher request for further strategies to stretch and challenge pupils. HAP program has proven to be successful and is welcomed by all pupils.</p>	<ul style="list-style-type: none"> • Feedback from all CPD and fed back to SLT. • HAP Coordinator runs the most able program and asks for pupil voice from all activities. Program adapted accordingly. 	<p>Assistant Headteacher (Teaching and Learning)</p> <p>HAP Coordinator (Assistant Headteacher)</p>	<p>Review after each assessment period of each year group.</p>
<p>Proposed Breakdown of Costs 2 Learning Mentors (Part Salary) £53,650, Teaching assistants (Part Salary) £51,778, Learning Support Unit (Part Salary/Resources) £21000, Staff Development and Training £1000, Data Analysis Manager (Part Salary) £3000, Revision Booster Classes £1000</p>					
<p style="text-align: right;">Total budgeted cost</p>					<p>£131,378</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Barriers to learning are minimised through a well-structured and cohesive approach to interventions and tracking of impact. (Relating to overarching desired outcome B,C,D)</p>	<ul style="list-style-type: none"> Barriers to learning identified for all pupils eligible for Pupil Premium Continued use and development of Pastoral system, led by Progress managers, to address barriers to learning. Appropriate actions, support and targeted interventions put into place. Refer to COVID-19 catch up premium for further strategies identified as a college. 	<p>Experience and research have shown that it is essential to treat each child as an individual and address their needs accordingly.</p> <p>EEF toolkit highlights mentoring as an impactful strategy. Support and intervention from Progress Managers and Student Services staff in the past has been highly effective in helping pupils make progress.</p>	<ul style="list-style-type: none"> Progress Managers identify Barriers and put intervention/support into place. This is reviewed and updated after each assessment period Progress Managers meet weekly with the Assistant Headteacher, Deputy Headteacher, Inclusion Manger and mentors to review progress and decide on appropriate interventions. Mentoring interviews to take place for identified pupils after each assessment cycle in College Calendar. 	<p>Progress managers</p> <p>Assistant Headteacher (Pupil Premium)</p> <p>Pastoral teams for each year group.</p>	<p>Ongoing review of pupils in weekly Pastoral Meetings.</p> <p>Barriers formally reviewed after each assessment period for each year group.</p>

<p>The most vulnerable pupils participate fully in education (Relating to overarching desired outcome D)</p>	<ul style="list-style-type: none"> • A range of intervention and activities will be provided for pupils who need individual support. This may include one to one mentoring with support staff from Student Services, specialist counselling and work with external agencies. • Poor behaviour will be addressed through time in inclusion to encourage future engagement in lessons. • Nurture group in year 7 created • Weekly meetings take place with representatives from safeguarding team including learning mentors, alternative provision co-ordinator, SENCO and police liaison officer 	<p>Some pupils will need extra support to access College because of home or personal circumstances.</p>	<p>Regular review of attendance, behaviour and progress for those pupils.</p>	<p>Deputy Headteacher (Safeguarding and Student Support)</p>	<p>Ongoing tracking and records by Student Services.</p>
<p>Proposed Breakdown of Costs Progress and assistant progress Managers (Part Salary) £15000, Alternative Provision Co-ordination (Part Salary) £10000, SENCO £38,220</p>					
<p style="text-align: right;">Total budgeted cost</p>					<p>£63,220</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils have higher aspirations, increased confidence and resilience. (Relating to overarching desired outcome A, B,D)</p>	<ul style="list-style-type: none"> • Provide a program of enrichment opportunities including partnership with Liverpool John Moore's to promote higher education, visits to universities, motivational outside speakers and topical information relating to general education and well- being. • Staff involved in NPQML, NPQSL, NPQH to undertake projects focused on raising aspirations, engagement and progress for disadvantaged pupils. • Provide regular rewards. • Cultural Capital opportunities for disadvantaged students across the college • Full access to a Careers program from Y8 onwards. • Y10/11 involvement in programs to encourage raised aspirations for identified pupils "Through the eyes of boys" and "The Girls Network" <p>Will recommence once COVID guidance allows. However, some virtual experiences taking place.</p>	<p>Pupils need the opportunity to build confidence and belief in their abilities. They should be given advice and time to plan. Highly effective Careers program is in place as reflected in post 16 destinations information.</p>	<ul style="list-style-type: none"> • Enrichment Calendar in place. • Careers program in place. 	<p>Enrichment Coordinator.</p> <p>Assistant Headteacher (Enrichment)</p> <p>Deputy Headteacher (Careers)</p>	<p>Half Termly.</p>

<p>Attendance of pupils eligible for Pupil Premium improves and persistent absenteeism is reduced. (Relating to overarching desired outcome D)</p>	<ul style="list-style-type: none"> • Rigorous monitoring of attendance and punctuality, including first day response. • Escalation of school response to repeated absence, EWO referrals. • Early identification and intervention from the Attendance team, including home contact and regular meetings with pupils and parents. Attendance action plans in place. • Progress and assistant progress Managers to be responsible for monitoring attendance and punctuality. Targeted pupils identified and mentored. • Purchase of uniform and PE kit for identified pupils if needed. 	<p>Experience has shown that early involvement of parents/carers/outside agencies is essential in improving attendance.</p> <p>“Leaders have given great attention to improve the attendance of these pupils. Consequently, the attendance of disadvantage pupils is approaching that of others nationally and the progress that these pupils make is improving.” Ofsted November 2017</p> <p>Lack of uniform can be a barrier to attending College. Lack of PE kit can stop participation in PE and hence affect pupil wellbeing.</p>	<p>Weekly focus in all Pastoral meetings led by Deputy Headteacher, Assistant Headteacher and Progress Managers.</p> <p>Progress Managers and Pastoral staff monitor the need for this provision</p>	<p>Deputy Headteacher (Attendance)</p> <p>Progress Managers</p>	<p>Ongoing. Weekly attendance reports are provided to all Progress Managers for each year group.</p>
<p>Proposed Breakdown of Costs Attendance Monitoring Call Parents including SIMS Parent/Pay Software £12436, 3 Support Staff (Part Salary) £38000, EWO Support £18000, Uniform Subsistence £1000, Careers £3000, Enrichment Coordinator £1600, Enrichment resources £2000, Rewards £1000</p>					
Total budgeted cost					£77,036
Expenditure Summary 2020-21					
Quality of teaching for all					£63,220
Targeted support					£131,378
Other approaches					£40,500
Total planned expenditure					£312,134

