

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-22 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	St Robert of Newminster School
Number of pupils in school 2021-22	1662
Number of pupils in school 2022-23	1650
Proportion (%) of pupil premium eligible pupils 2021-22	11.97%
Proportion (%) of pupil premium eligible pupils 2022-23	11.03%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-24
Date this statement was re- published	1 <sup>st</sup> December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	D Juric
Pupil premium lead	K Dunn
Governor / Trustee lead	A Nicholls

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021-22	£144,205
Pupil premium funding allocation this academic year 2022-23	£207,228
Recovery premium funding allocation this academic year 2021-22	£23,490
Recovery premium funding allocation this academic year 2022-23	£49,404
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year 2021-22</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£167,695
<b>Total budget for this academic year 2022-23</b>	£256,632

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across the curriculum, particularly in EBacc subjects and are well prepared for the transition to the next phase in their learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*

- Ensure disadvantaged pupils are challenged in the work that they are set*
- Promote and intervene to ensure that pupils' literacy skills improve*
- Improve the attendance of disadvantaged pupils*
- Act early to intervene at the point need is identified*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

### Challenges

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

Challenge number	Detail of challenge
1	Attendance of FSM students below school expectations of 95 %
2	Literacy data suggests disadvantaged learners have lower reading skills and abilities than non disadvantaged pupils
3	Attainment of disadvantaged pupils is above national averages for this cohort but below the achievement of non- disadvantaged peers in school
4	Ensuring positive relationships are built with families of disadvantaged pupils

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being in line with national averages, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being brought in line with this.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, sustained proportion of disadvantaged pupils enter the English Baccalaureate (EBacc). 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve better than national averages for this cohort of students
Ensure positive relationships are built with families of disadvantaged pupils	Positive relationships established between home and nominated person in school to intervene when point of need identified. Engagement in parent/carers evenings increased to as close to non disadvantaged attendance. School attendance figures improved.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2,3
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a>	2,3
Professional development based on evidence based approaches.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. <a href="#">Effective professional development - EEF report</a>	2,3

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Engaging with the National Tutoring Programme to provide tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>
<p>Activities and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.  <a href="https://www.educationendowmentfoundation.org.uk">EEF SEND Guidance</a></p>	<p>2,3</p>
<p>Interventions to support literacy and numeracy</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  Improving teaching and intervention in numeracy skills  <a href="https://www.educationendowmentfoundation.org.uk">Improving Maths in Key stage 2-3</a></p>	<p>2,3</p>

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

Budgeted cost: £46,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communicating with and supporting parents.	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">EEF supporting parents</a></p>	1,4,2
Supporting attendance.	<p>Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. <a href="#">DFE guidance: Working together to improve school attendance</a></p>	1,4
Extra curricular activities including sport, outdoor activities, arts, culture and trips	<p>The pandemic has reduced pupils’ access to the wider co curriculum that schools previously offered. 2022-23 sees a return to more normal practices and the school is committed to encouraging participation rates for all pupils and particularly pupils from a disadvantaged background to participate in these opportunities to improve pupils’ enjoyment of and engagement with education.</p>	1,4
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1-4

**Total budgeted cost: £256,632**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years. Ebacc entry remains high with strong entry for the languages and humanities elements compared with previous years

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the implementation of a synchronous remote learning policy and approach, supported by an extensive CPD programme to support staff skills in this area and targeted approach to ensuring access to technology.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence slightly higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.



This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

Progress of the disadvantaged cohort at KS4 was higher than national averages for this cohort, but below school progress figures for non disadvantaged pupils. So although the gap against national averages for this group has improved, there is still an in school gap. Ebacc entry remains high with strong entry for the languages and humanities elements and single sciences compared with previous years.

School attendance of this group of students continues to be a focus and the work of A star attendance strategies will continue to be monitored closely to ensure the attendance of this group of students improves further.

## 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

**Further information (optional)**

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