

Pupil premium strategy / self- evaluation (secondary)

1. Summary information						
School	De La Salle School					
Academic Year	2020-21	Total PP budget	£254,387	Date of most recent PP Review	03/19	
Total number of pupils	1195	Number of pupils eligible for PP	257	Date for next internal review of this strategy	09/21	

Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment				No KS2	
	All No	PP No	PP %	All No	All %	PP No	PP HPA %	All No	All %	PP No	PP MPA %	All No	All %	PP No	PP LPA %	All No	PP No
7	242	61	25.21														
8	245	53	21.63	99	40.41	11	20.76	81	33.06	19	35.85	63	25.71	23	43.40	2	0
9	241	53	21.99	88	36.52	11	20.76	75	31.12	17	32.08	70	29.05	24	45.28	8	1
10	226	46	20.35	73	32.30	10	21.74	75	33.19	11	23.91	75	33.19	23	50.00	3	2
11	241	44	18.26	94	39.00	9	20.45	75	31.12	20	45.45	66	27.39	15	34.09	6	0

Cohort as at 01/10/2020. Prior attainment banding from FFT. No KS2 data for Year 7 due to COVID-19

2. Current attainment						
	Pupils eligible for PP (DLS) 2019	Pupils not eligible for PP (DLS) 2019	Pupils not eligible for PP (national average) 2019	Pupils eligible for PP (DLS) 2020	Pupils not eligible for PP (DLS) 2020	Pupils not eligible for PP (national average) 2020
Progress 8 score average	-0.60	-0.23	0.13	No attainment data available. GCSE exams cancelled due to COVID-19		
Attainment 8 score average	36.24	47.19	50.3			
Progress 8 in English	-0.44	-0.29	?			
Progress 8 in maths	-0.18	0.17	?			
% Achieving grade 4 in both English and maths	50.0	71.7	71.8			
% Achieving grade 5 in both English and maths	21.4	51.5	49.9			

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.	Improve vocational offer of curriculum with clear pathways into post-16 study.	
B.	Improve vocabulary and general literacy skills of pupils	
C.	Targeted strategies to improve recall and retention of knowledge.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance improves and fixed term exclusions must reduce.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Progress 8 for PP to close gap on national -0.6 (Sep 19) and -0.3 (Sep 20)	-0.6 gap
B.	PP persistent absence to reduce from 23.5% to 21% (Jul 19) and 19% (Jul 20)	Reduce to 21%
C.	Personal Development and Welfare to be judged consistently good across the school by Jul 2019 and outstanding by Jul 2020.	Good rating
D.	Learning, teaching and assessment judged to be consistently good across the school by Jul 2019.	Good rating

5. Planned expenditure					
Academic year		2020-2021			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1.1 Increased staffing in maths, science and English	Smaller class sizes in Years 7 and 8 increased progress.	Allows intervention groups and more teacher time for PP students.	Review setting in KS4 in maths and English	C. Marks and L. Gill, S. Bahan	July 2021 £78,000

1.2 Dedicated SLT line management of PPG	Closer monitoring of outcomes for PP students, faster response to changing circumstances and targeted support.	Requirement to track outcomes for this cohort. Financial accountability for use of grant.	Regular reviews of spending and outcomes throughout the year. Managed via SLT line management structures.	P Ross	July 2021 £11,472
1.3 Excellence in Teaching Programme support	Consistent quality first teaching across school.	Ofsted, LA reviews, PP review all cite inconsistencies in some areas.	Learning Walks and work scrutiny.	Andrew Fletcher/M. Croft	PM setting in October and review in February 2021 £1,600
1.4 Commissioned services such as PRU, The Beacon and alternative education/tuition	Better meet the needs of PP students who are not able to cope in a mainstream setting for a variety of reasons and therefore increase progress and participation.	Alternative educational offer in St. Helens is very limited and so we step in to provide top up tuition and resources. This ensures a tailored and individualised education plan, which is adaptable to meet the changing needs of the students, whilst assisting in providing some support for families.	Welfare checks and home visits. Ofsted report on alternative education. Visits to providers, EWO involvement, time-monitored reports and meetings from providers regarding progress. Evaluation of impact and relocation of better results could be attained.	P. Hale	July 2021 £80,000
Total budgeted cost					£171,072

2. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
2.1 COVID: Provision of breakfast supplies for each year team in lieu of breakfast club due to bubbles.	Pastoral staff can target and approach students who do not eat breakfast.	Some PP students reported skipping breakfast and not having equipment as barriers to their progress.	Meeting with pastoral support managers (PSMs) regularly to pick up breakfast.	Year Teams	July 2021 £3,000
2.2 Increased pastoral staffing	More effective removal of barriers to learning for PP students.	Increasing number of PP students with complex needs.	Supervision meetings and PM (performance management).	SLT	Weekly meetings, mid-year reviews. £33,000
2.3 Employment of PP/PP+ TA	1:1 support for this group of vulnerable students.	Capacity of pastoral teams are fully stretched and this person will increase capacity for this group of students.	Monitor work of TA	P. Ross, Year Teams	July 2021 £13,400

2.4 Contribution to service level agreement of Education Welfare Service (EWS).	Improve PP attendance. . Fewer occasions of absence and shorter periods of absence. Leading to a reduction in persistent absenteeism.	Pupil premium attendance has improved as has PP persistent absence. PP absence rates have decreased at a greater rate than non PP absence rates.	Regular attendance briefings Weekly attendance data published. Parental meetings Monitoring of attendance cards	P. Hale	March 2021 £2,200
2.5 Rewards	Improve PP attendance and behaviour.	Pupil premium attendance has improved in previous years as a result of rewards, as has PP persistent absence.	Certificates awarded: bronze, silver and gold. Other rewards and attendance incentives throughout the year. Targeted rewards and certificates throughout the year in reaction to behaviour and attendance data analysis. Termly challenges, with rewards for groups and individuals. Specific year group budgets to support specific needs. Star badges, postcards praise cards and postage.	P. Hale	July 2021 £1,500
2.6 Homework Club for Years 7 and 8.	Improve progress and ensure completion.	Uptake steady and will need re-launching next year.	Learning walks	P. Ross	July 2021 £1,500
2.7 Laptops	Allow access to Parentmail and Show My Homework/Mathswatch/ GCSEPod etc.	PP students identify this as a barrier to learning. This is to top up government scheme as only 72 laptops provided in recent tranche released.	Monitor usage by Agilysis	P. Ross	July 2021 £1,000
2.8 Bus passes for PP students – increased demand due to unemployment as a result of COVID	To improve attendance and reduce lateness.	Need identified with PSM, parent and sometimes EWS	Monitor attendance	PSM	July 2021 £3,000
Total budgeted cost					£58,600
3. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

3.1 Purchase of online safety CPD package and accreditation from National Online Safety.	Reduce safeguarding alerts of PP students for online issues.	PP students are disproportionately represented in safeguarding alerts.	NOS have their own QA to qualify for accreditation.	P. Ross	July 2021 £1,495
3.2 Support for educational visits, uniform and equipment for PP students.	Equality of opportunity for PP students.	Analysis shows that PP students are under-represented on visits and in some school teams/groups.	Applied for on a case-by-case basis and quality assured at bid stage.	P. Ross	Tracking of PP students at each data drop. £4,000
3.3 GCSEPod for Y10 and Y11 in all subject areas to aid remote learning (proportional contribution).	Improve rates of progress	Successful pilot in science leads to roll out across curriculum.	Usage stats monitored, especially during self-isolation.	Heads of Department	July 2023 £2,438
3.4 1:1 tuition – including peripatetic	Increase uptake and engagement in school music activities. Support students on alternative education.	Solid core of PP students in choir and orchestra as well as participating in dramatic productions.	Sustained uptake by students evidences its value- cultural capital of PP students is enhanced. Aids in providing bespoke packages for students – continue.	Caroline Skinner and music teachers	July 2021 £750
3.5 Provision of stationery to PP pupils in maths	PP students lose fewer points for lack of equipment and begin work faster and are more engaged in lesson.	Lack of equipment in maths proved to be more widespread across the curriculum. She will also undertake home visits to PP students who are on alternative pathways but are not engaging, as part of our enhanced safeguarding.	Recorded on SIMS intervention, number of points lost. CPOMS record of home visits and re-engage our most challenging students.	L. Gill	July 2021 £800
3.6 Contingency – larger than last year due to uncertainty of need during this time.					£3,000
Total budgeted cost					£12,483
4. Looked After Children					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
4.1 Spending related to EPEPs	See details in individual EPEPs				July 2021
Total budgeted cost					£12,547

5. Review of expenditure

Previous Academic Year | 2019-2020

1. Quality of Teaching for All

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
1.1 Enhanced staffing in English, maths and science to reduce group sizes	Smaller class sizes in years 7 and 8 will contribute to increased progress	3-year trend analysis once results are in.	Additional catch-up classes have been possible from withdrawing PP students from an option and giving more time to English and maths. Continue	£77,363
1.2 Excellence in Teaching Programme Support	Consistent quality first teaching across the school.	Contribution of staff (especially non middle leaders) to T&L improvement around school; CPD bespoke to needs of individual staff; Trust/High uptake during Open Classroom Weeks; Rosenshine/Sherrington-shared teaching and learning language across school; School managing/exposing staff to current research	EIT/Rosenshine not tied sufficiently to school PM system (LWs and Work Scrutiny); Staff still not systematically managing own PM/HODs not sufficiently managing PM of own staff; POD approach taking control of T&L developments away from the HOD-departmental focus too disparate; Open Classroom weeks need to be more robust/staff need to be more professionally critical of each other; pace of change. Not always linked to PIXL.	£1,556
1.3 Commissioned services for DA pupils (PRU/alternative education)	Better meet the needs of PP students who are not able to cope in a mainstream setting and therefore increase participation and progress.	Provision of Beacon services to keep some of our most vulnerable students in a small school setting. There are 15 students on other provision and 11 are PP. Beacon = 6 PP students PRU = 1 PP student Other schools as guests = 2 PP students Alternative provision = 2 PP students	This is completely justified spend given the high proportion of students who are pupil premium.	£80,829

2. Targeted Support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
2.1 Pupil Achievement Centre – resources, partial staffing & breakfast	A safe haven for PP students to avoid fixed term exclusions and provide welfare top-ups such as breakfast, pens etc.	Worked well originally with attendance improving and small group work. Staffing was an issue with PSMs staffing it for a while. Not available at present.	Not continuing currently but will restart depending on SLT decisions so money needs to be there.	£8,274

2.2 Increased pastoral staffing	More effective removal of barriers to learning for PP students.	Gave capacity of an extra pastoral team after coming out of house system.	Year teams working successfully – continue. The caseloads are increasing and becoming more complex and as our list of 'vulnerable' students increases.	£32,805
2.3 Contribution to EWS SLA	Improve PP attendance	Rates of persistent absenteeism are falling faster in PP than non-PP.	Roll over strategy from last year but increase budget	£2,133
2.4 Attendance Awards	Improve PP attendance	Foster a pride in attendance and engagement in the drive to reduce persistent absenteeism.	Again, continue with strategy from last year.	£692
2.5 Homework Club for years 7 & 8 - transport home	Improve progress and ensure completion	Between 10 and 25 students used it regularly with PP students offered lift home.	Not possible at present but will restart as cost is minimal (lift home).	£12
2.6 Laptops	Allow access to Show My Homework, MathsWatch, GCSEPod etc	We only purchased 1 laptop last year which benefitted greatly during lockdown.	Government laptops in school mean we have reduced the budget for this next year.	£381
2.7 Bus passes	To improve attendance and reduce lateness	We have noticed the number of passes needed has gone up slightly. We provided 5 last year, all year.	Students provided with a bus pass but we have not been billed for this yet so there is no spend.	£0

3. Other Approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
3.1 Online safety CPD package and accreditation from National Online Safety	Reduce safeguarding alerts of PP students for online issues	Upskilling of teachers on how to spot it and advise students. Also focus on Exploitation both criminal and sexual. Also training provided for governors and parents.	We successfully gained accreditation. We have kept up this valuable association and aim to gain accreditation once more.	£1,495
3.2 Support for educational visits, pupil uniform and equipment for DA pupils	Equality of opportunity for PP students	Included individual support as well as the Y8 cultural offer which saws all PP students given a free day out to museum and theatre.	Trying to replicate offer to Year 8, very difficult. No trips running yet. Was popular and represented once of the first times we had explicitly invited PP first. Perhaps surprisingly, it did not cause any problems from non-PP parents.	£3,780
3.3 Trial of GCSE Pod in science in year 11	Improve rates of progress	Hard to assess with centre assessed grades last year. See data.	Didn't see PP students improve in line with non-PP, even with our own grades. SLT have discussed unconscious bias from staff. Will give regular rewards for students around usage. Also being used to aid catch-up in some subjects.	£3,961

3.4 'How to help your child in...' meetings for parents run by departments. Refreshments and resources	Engage parents and enhance students' chances of better grades	Much work has been done including phone calls on the day the appointments open and on the run up to the evening. We also put on parental support displays from PiXL.	The lockdown forced many parents in to engaging with the learning on a new level. Some did not however, the school has a focus on recovery and catch-up. Many staff have posted video tutorials on exam technique as well as lesson content. This type of engagement will have to be virtual but may continue if it helps engagement.	£0
3.5 Provision of stationery to PP pupils in Y10 and Y11 to begin with – roll out if successful to all.	PP students lost fewer points for lack of equipment and begin work faster and are more engaged in the lesson	Gave support during lessons and exams to lessen PP students stress and anxieties by removing some of the barriers they face.	Plan for full support at February mocks as well as GCSEs in June.	£1,361
3.6 Contingency	Stonewall Training Sharp System Photocopying CPOMS Peri Music Debate Mate	Stonewall was in response to 17-19 agenda. The Sharp system is an anonymous reporting software to make it easier for PP students to make disclosures as is CPOMS for recording incidents. We support Peri music for PP students in Y7 to boost orchestra. Debate mate was a bid from English to improve oracy	All have benefitted the PP cohort and the wider school – should continue.	£14,437

4. Looked After Children

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
4.1 Spending related to EPEP	This is a collection of individual targets (up to 3 per term) that each LAC has recorded in their ePEP. These generate a budget.	Assessed individually in PEP reviews and LAC reviews. All students have a laptop and individually assessed 1:1 or small group support.	Need to make sure we are spending maximum (£600 per term) to support these children.	£7,236

6. Additional detail