

Pupil premium strategy statement - Our Lady Queen of Peace Catholic Engineering College

The Pupil Premium Strategy does not stand alone, it is part of our school improvement strategy with all staff understanding the strategy and their role within it.

School overview

| Metric | Data |
|---|--|
| School name | Our Lady Queen of Peace Catholic Engineering College |
| Pupils in school | 901 |
| Proportion of disadvantaged pupils | 40% |
| Pupil premium allocation this academic year | £294,290 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | December 2020 |
| Review date | November 2021 |
| Statement authorised by | A. Knight |
| Pupil premium lead | R. Downing |
| Governor lead | C.Foster |

Further breakdown of PP cohort

Profiles of disadvantaged students have been broken down further to help leaders understand specific needs of their cohorts in order to help identify greatest needs for support.

| Year | Total | % PP | PP | FSM 1 | FSM 6 | (P)LAC | SERVICE |
|-------|-------|------|-----|-------|-------|--------|---------|
| 7 | 185 | 44% | 82 | 64 | 64 | 2 | 0 |
| 8 | 193 | 39% | 75 | 53 | 61 | 7 | 1 |
| 9 | 181 | 40% | 73 | 54 | 60 | 2 | 0 |
| 10 | 168 | 37% | 62 | 51 | 56 | 2 | 1 |
| 11 | 172 | 38% | 65 | 44 | 65 | 3 | 4 |
| Total | 901 | 40% | 357 | 266 | 301 | 16 | 6 |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|---|--------------------|
| Progress 8 | To improve P8 score to -0.5 | August 2022 |
| Attainment 8 | To achieve national average attainment for all students in similar schools. | August 2022 |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools | August 2022 |
| Other | To improve attendance of PP students to in-line with non-PP (including PA) | July 2021 |

Teaching priorities for current academic year

| Measure | Activity |
|--|---|
| Priority 1 Quality 1 st teaching -knowledge retention & recall | CPD programme to include: Use of technologies and softwares to implement our home learning programme, including CPD for teachers and training for students. Mega-cognition practice Knowledge retention and recall strategies Teaching and Learning working party- termly newsletters |
| Priority 2 Assessment and Tracking | Robust and effective Quality Assessment and Tracking programmes – including the introduction of Data Dashboard Power Bi |
| Barriers to learning addressed | Continual teaching and learning focus for professional development for all staff to ensure quality first teaching |
| Projected spending | £61,800 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 Improving Literacy | Whole school literacy strategy to include reading intervention programme for KS3 students, focusing on NSR levels and weekly whole school vocabulary strategy. |
| Priority 2 Addressing gaps in knowledge | Curriculum Resources to address gaps in knowledge including. Use of tutoring, within and beyond the National Tutoring Programme |
| Barriers to learning addressed | Variations in literacy levels of students limiting access to the curriculum. Widening gaps in knowledge due to Covid school closure. |
| Projected spending | £31,751 |

Wider strategies for current academic year

| Measure | Activity |
|--|---|
| Priority 1 Attendance | Improve attendance rates for disadvantages students. Attendance team and family liaison officer working closely with families to remove attendance barriers/get appropriate support in place. |
| Priority 2 Mental health and wellbeing | Improve mental health and wellbeing of students through pastoral support, school counsellors, safeguarding team, base support. |
| Barriers to learning these priorities address | All non- academic barriers to attendance and learning. |
| Projected spending | £200,749 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development and for QA activities. | Use of INSET days and fortnightly after school programme. Subject Leaders given autonomy to plan their own QA calendar with support from linked Senior Leader, including cover support. |
| Targeted support | Ensuring time for school literacy leads to implement and quality assure the literacy strategy. Selection of PP students for tutoring. | Planned time to meet. PP lead to meet with AHT i/c of curriculum and data to identify cohort. |
| Wider strategies | Engaging with the most hard to reach students and their families. Providing mental health support with limited resources. | Growth of the attendance team. Recruitment of additional counsellor hours. Internal training of staff to help deal with mental health and wellbeing. Using Curriculum for Life as an education platform in these key issues. |

Review: last year's aims and outcomes

A full year analysis is not possible due to school closure in March.

| Aim | Outcome |
|---|---|
| Improve attendance and PA figures from previous year. | <p>The attendance team focused on and took specific actions to track and improve the attendance and punctuality of disadvantaged pupils. This included ensuring that the attendance and punctuality of disadvantaged pupils is high profile at all levels and in all aspects of school life, systematically monitoring and following up on the attendance and punctuality of disadvantaged pupils and engaging parents, ensuring that they understand the impact and importance of regular attendance and punctuality.</p> <p>Comparison with last year: - 18-19 attendance was 90.15%. September 19 –February 2020 is 91.90% (improvement of 1.65 %) PA 18-19 33.59% to date 24.5 % (improvement of 9.09%) Year to Year comparison Attendance 2019 92.2% 2020 91.9% PA 2019 21.4% 2010 23.6% (Recent issues sickness bug and Coronavirus) Focus in all forms, Form tutors monitoring and speaking with students and parents (evidence house monitoring and house link meetings) LMs tackle more persistent issues. Scheduled meetings with SLT and parents of PA students in year 11.</p> |

| | |
|---|---|
| <p>High quality teaching and learning (linked to QA programme, planned CPD, including knowing more, remembering more Live marking and modelling (revised marking policy) Students involvement in own work scrutiny (<i>good practice from EEF research</i>)</p> | <p>Students make better progress which is carefully monitored within whole school monitoring programme. Careful monitoring of students position in sets to ensure no downward drift AC1 Data indicates that P8 is broadly the same for Non D (-0.881) and Disadvantaged (-0.856) however Disadvantaged have a lower prior attainment PP 4.73 Non D 5.04 2018 Disadvantaged -1.28 (national -0.44) 2019 Disadvantaged -1.06 with remarks comparable cohort (national -0.45) 2018 to 19 1/5 grade improvement, whereas nationally there has been a slight decline, AC1 data indicates this trend is continuing with another 1/5 (slightly more) seen this time. 2018- 19 has been the same curriculum structure. 2019 -2020 there is a slight change with increased Maths and English. 2020 onwards should improve more quickly due to better curriculum design. Lesson observations, learning walks and pupil voice indicate that there is a focus on live marking and live modelling to provide immediate and meaningful feedback. Teachers are focussing on some of the questioning techniques from CPD session. From work scrutiny and lesson observations there are no significant differences seen in books. 43 PP students in Year 11 focus group for Basics are been monitored by SLT house links. 37% of these students are on monitoring for attendance with 30% who are currently PA.</p> |
| <p>Whole school Literacy/oracy. Numeracy. Reading intervention peer to peer reading (student leadership team)</p> | <p>Develop oracy in the classroom. Develop and extend vocabulary of disadvantaged students. Refine and develop the literacy across the curriculum action plan Non-secondary ready nurture group taught by Primary teacher. Improvements in these areas are evident cross-curricular. Learning walks and lesson observations show that students are beginning to gain more confidence in tackling the more difficult questions at GCSE. Evidence of technical language being used with accuracy. Subjects plan key word tests. Students are reading out loud in many classes, and are more confident to answer questions. Targeted students involved in reading intervention programme. (24 PP students identified) Details outlined in literacy development plan. Higher percent of PP students 50% of students on target list are PP. PB supports 5 PP students for reading intervention all students have progressed by at least 1 level. Some movement from nurture group (3 students, further 2 after AC2) 20 students attending Focussed after school study support for Literacy (10: Year 7, 2: Year 8, 3: Year 9, 1 Year 10 and 4 Year 11) An online programme is used to tackle spelling, comprehension and word knowledge</p> |
| <p>Target persistent low level disruption and Reduce exclusion rates.</p> | <p>This work is ongoing to ensure persistent offenders are swiftly dealt with and the route of the problem addressed. Timetables and staffing were examined to ensure these students are with the best teachers. High SLT profile and rapid response through use of class charts. A small number of PP students required repeated interventions. SLT are working closely with these individuals to resolve issues. FTE numbers for PP are at 67 but very few recidivists.</p> |