

Pupil premium strategy statement Thomas Becket Catholic Secondary School, Northampton

School overview

Metric	Data
School name	Thomas Becket Catholic Secondary School
Pupils in school	731
Proportion of disadvantaged pupils	33.65%
Pupil premium allocation this academic year	£192,265
Academic year or years covered by statement	2020-21
Publish date	Sept 2020
Review date	Ongoing Impact review
Statement authorised by	
Pupil premium lead	B Grimley(TBC)
Governor lead	Deidre Muckhtar

Disadvantaged pupil performance overview for last academic year 30 Students

Progress 8	-0.05
Ebacc entry	12 40%
Attainment 8	37.68

Percentage of Grade 5+ in English and maths	10%
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Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	1.22	October 2020
Attainment 8	4.98	October 2020
Percentage of Grade 5+ in English and maths	48.1	October 2020
Other		October 2020
Ebacc entry	66.7	October 2020

Teaching priorities for current academic year

Measure	Activity	Impact under ongoing review Update May 2021
<p>Priority 1</p> <p>Raise the level of T and L in classrooms so that all students are receiving teaching to the top</p> <p>Teaching to be monitored and underpinned by opportunity for training and coaching.</p> <p>Solid base of behaviour for learning so that teachers can effectively teach in the classrooms and students can learn</p>	<p>Comprehensive monitoring of Teaching and Learning</p> <ul style="list-style-type: none"> Daily Learning Walks led by SLT Compilation of positives and areas for development shared with the SLT/staff and Governors so that there is strong accountability Screening of LWs to share good practice and to evaluate the effectiveness of CPD <p>Skilled intervention to coach departments and individual staff forward</p> <ul style="list-style-type: none"> 1:1 coaching arising from the LWS which is targeted on areas for development Departmental focus on improvement and accountability through the termly audit Weekly Departmental monitoring checks Trust involvement in raising teacher standards and forming the strategic vision of departments Reflective practice used as an intervention to enable risk and to try out new ideas <p>Incisive CPD which is research based and strategic to confirm high expectations of learning within TBCS School</p>	<p>Update on T and L from the learning walks, May 19, 2021</p> <p>+Scaffolding features highly this week – possibly Tuesday butterfly providing a reminder of the need to do this through questioning (Break it Down technique)</p> <p>+Questioning to CFU – clear impact of the Butterfly focus</p> <p>+Positive atmospheres and relationships</p> <p>+Schema – and students' abilities to explain why they were learning something – evidence of more nuanced focus of LWs</p> <p>+Student knowledge featured several times – this has been added as a specific area to track over time</p> <p>-Curiously, targeted questioning is almost equally split positive and negative – the main reasons cited are teachers telling students at the start of a task who they are going to select for feedback -KPA to have this as 'starter' activity for this week's butterfly</p> <p>10/05,2021 T and L Update to Directors</p> <p>Coaching in particular departments underway. Clear improvements seen</p> <p>New ideas seen in LWs in Maths (BG)</p> <p>Review of the curriculum March 2021 showed a clarity in thinking among HODS in curriculum and in building a schema between departments.</p> <p>CPD observed by the OLICAT Trust : High standards/high engagement evidence seen in the</p>

	<ul style="list-style-type: none"> • Butterfly CPD each Tuesday morning for all staff to drill down to T and L improvements such as questioning for learning • Weekly Departmental time to build up subject knowledge within the team and to co-plan • Cultivation of the teacher as the expert with in the room to ensure that the learning is within the framework of high challenge and expectations • Bespoke CPD sessions to ensure that recent research is used to keep teaching and learning fresh and under review. <p>Robust Performance Management targets which are aspirational and challenge personal practice</p> <ul style="list-style-type: none"> • PM is set with ambitious targets to FFT20+ 1 grade to foster determination and ambition • Teaching and learning is a key part of PM to ensure that the highest field of influence to improve attainment for all students is in the teaching and learning <p>Rigorous Monitoring of Teaching and Learning over time rather than in one off lessons</p> <ul style="list-style-type: none"> • Termly Audit charts • Regular checks on HODs monitoring of the rest of the department • Daily Learning Walks • Coaching model of reflection on T and L 	<p>LWs by Trust staff and by speaking with the children. Strong element of collaborative learning seen.</p> <p>Student voice strong and reliable in reflecting on progress in learning from the LWs</p> <p>More questions coming from the students to the teacher showing challenge and expertise of the teacher.</p> <p>All CPD is research based and is presented in a way which makes incremental developments in practice which is evidenced in the Learning walks</p> <p>PM targets are set to challenge and are built with the highest performing departments in mind so that they are aspirational for all.</p> <p>See examples of T and L</p> <p>Termly reviews are used to open discussion and reflection on T and L these are stored and reviewed.</p>
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	<p>Teaching to the top to ensure that challenge is embedded in the learning process</p> <ul style="list-style-type: none">• Mixed ability Teaching• Planning with most able• Scaffolding <p>Coaches trained in raising the quality of teaching and learning</p> <ul style="list-style-type: none">• Training given on leadership courses, to be rolled out to other staff. <p>Coherent behaviour for learning policy in practice so that students are seen as learners at all times. This being an active engaging process where expectations are set high.</p> <ul style="list-style-type: none">• Behaviour Management Plan introduced in 2019 and since then embedded• Monitoring of Behaviour plan against impact weekly• Corrective behaviour modifications in place to maintain high standards• Infrastructure of staff support in place to ensure behaviour expectations are met including The Hub/The Haven/The ARC (Academic Restart Centre)	<p>Challenge walks in place to look at the challenge to all in T and L</p> <p>Planning pulling all learners up</p> <p>Focus for the ½ term</p> <p>LWs</p> <p>Coaching has improved T and L by modifying practice</p> <p>RQT and NQT coaching</p> <p>Trust Coaching</p> <p>Homework detentions are rigorously tracked and have declined from 734 when the behaviour system was brought in to 360 last year for the whole school. This is on a downward trajectory and shows that students including PP are taking more responsibility for learning.</p> <p>Below is the comparison of the numbers of Xs given for behaviour. It shows evidence of a clear decline for PP students demonstrating improvements in behaviour</p> <table><tr><th colspan="2">Disadvantaged (PP)</th></tr><tr><td>Sept 2020</td><td>535</td></tr><tr><td>Oct 2020</td><td>285</td></tr><tr><td>Nov 2020</td><td>266</td></tr></table>	Disadvantaged (PP)		Sept 2020	535	Oct 2020	285	Nov 2020	266
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	<ul style="list-style-type: none"> Behaviour modification interventions in place which emphatically support and uphold the behaviour system. 	Dec 2020 243... Jan/Feb 2021 N/A March 2021 211 April 2021 349 Last week 100 THIS WEEK 136 (17/05)
<p>Priority 2</p> <p>Ensure that reading is seen as a whole school priority through the curriculum and in addition to the curriculum. Reading age is a key barrier to learning for PP students from Year 7 onwards</p>	<p>GL Assessments used to track initial reading ages/ give interventions bespoke to individuals and groups</p> <ul style="list-style-type: none"> GL Assessments in place, retesting at the end of the year Training given to staff on testing and on interventions <p>Reading lead from the Trust to work with the school to set out a strategic plan</p> <ul style="list-style-type: none"> Year 7 intervention group in place Training given on reading Use of accelerated reader <p>School Initiatives to support the mission to raise the standards of reading in school</p>	<p>Awaiting to see the results of GL Assessments (Testing in July)</p> <p>Action plan is in place to be validated by the GL Assessments coming up</p> <p>Plan in place in school through DEAR time reading plan.</p> <p>This is rigorously monitored and observed so that students from Year 7-10 have the opportunity to read one book per ½ term in their Form Class.</p> <p>There is high engagement from staff and students in this and a real sense of enjoyment. (Evidenced in learning walks)</p>

Barriers to learning these priorities address	<p>Low reading age on entry from Year 7</p> <p>Low aspirations in the home with regards to education and attendance in school.</p> <p>Parental partnerships due to transition of children from 27 different Primary Schools.</p>	
Projected spending	£75,265	

Targeted academic support for current academic year

Measure	Activity	Impact under ongoing review Update May 2021
Departmental Initiatives are in place to support PP students (Amended during lockdown to include remote learning)	<p>Subject Specific Initiatives</p> <ul style="list-style-type: none"> English and Maths nurture and intervention groups to support learning and achievement. Interventions during P6 to include exam preparation for Years 10 and 11. Purchase and storage of specialist equipment in practical subjects Contribution to transport to enable travel to and from school to support attendance at P6 Laptop provision during lockdown Keyworker focus group for disadvantaged students Other specific departmental initiatives 	<p>Targeted support for disadvantaged students enables quality time for recovery of learning. This is an ongoing intervention.</p> <p>Analysis of Year 6 provision shows that staff and students see that students are making progress. This is channelled into Options and Core subjects.</p> <p>Greater access to higher grades due to exposure to the right equipment for learning</p> <p>Numbers are going up in the school due to the infrastructure of support in terms of transport.</p> <p>Higher engagement in remote learning carefully monitored by senior staff.</p> <p>Provision for students in school monitored and supported by an invitational approach to the</p>

	<ul style="list-style-type: none"> Regular contact with disadvantaged students 	presence of students in school where the need arises
Electives to bridge the Cultural Capital Gap	<p>All KS3 students complete these with choice available on a Wednesday afternoon. This will involve KS4 in 2020-21</p> <ul style="list-style-type: none"> A palette of different lessons which encourage creativity, thinking, problem solving and communication skills are offered for 1 hour per week. Choice of activities ensure that students are able to participate in activities which promote mental health and wellbeing. 	<p>First year of this new initiative. It is regularly monitored with LWs and students voice which is overwhelmingly positive.</p> <p>See student voice impact...</p> <p>Resources for the Electives were distributed to student homes during lockdown with other key learning resources.</p>
Barriers to learning these priorities address	<p>Low opportunities to build up cultural capital as a platform for learning</p> <p>Lack of Tier 3 vocabulary in the home to support access to learning</p> <p>Lack of understanding of the Curriculum today so there can be lack of engagement and trust in the school as a learning partner.</p>	
Projected spending	£70,000	

Wider strategies for current academic year 2020-2021

Measure	Activity	Impact under ongoing review Update May 2021
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<p>Priority 1</p> <p>Emotional support for students who have mental health and wellbeing issues</p>	<p>Family Support Worker support for disadvantaged students. Needs and referrals have risen exponentially since lockdown.</p> <ul style="list-style-type: none"> • Third of salary to be deployed for FSW to support time, signposting and expertise. • CPD for staff to support the development of expertise particularly with anxiety issues 	<p>Support in place and well used to support individual students amid a rise in a wide range of challenging situations during lockdown.</p> <p>CPD for staff is ongoing.</p>
<p>Priority 2</p> <p>Material support of disadvantaged students</p>	<p>Individual/groups support where necessary</p> <ul style="list-style-type: none"> • Uniform help • Transport contribution • Learning support items • Additional food including the Food Bank which the school works in partnership with the Cathedral provision. • Bespoke items to assist wellbeing/mental health and learning including Educational Visits 	<p>The work of the foodbank to support disadvantaged children is ongoing.</p> <p>The spend on these items is collated and is widely used.</p>
<p>Attendance Initiatives to support learning and to target 95% attendance for all.</p>	<ul style="list-style-type: none"> • Careful monitoring and liaison with families over time to reach the 95% target 	<p>June 2021 cumulative attendance 94.8%</p>
<p>Behaviour Initiatives to support learning</p>	<ul style="list-style-type: none"> • The behaviour policy is there to support teachers being able to teach and for learning to take place. Since its inception in 2019 it has transformed teaching and learning 	<p>Evidence shows a reduction in sanctions over the time that the behaviour plan has been in place to positively affect teaching and learning.</p> <p>(Evidence is there to support this)</p>
<p>Barriers to learning these priorities address</p>	<p>Material impoverishment</p> <p>Mental health and wellbeing issues</p>	
<p>Projected spending</p>	<p>£45,000</p>	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Effective monitoring of T and Learning	Close monitoring scrutiny and reporting
Targeted support	Effective knowledge and understanding of PP needs	Individual understanding of PP needs. Effective deployment of strategies to support groups of students with high quality support
Wider strategies	To ensure that maximum numbers of students are supported through individual knowledge of barriers to progress and attainment	Barrier mapping to take place for all individual students post May PP review

End of Academic Year Review September 2021

Aim	Outcome
<p>Raise the level of T and L in classrooms so that all students are receiving teaching to the top</p> <p>Teaching to be monitored and underpinned by opportunity for training and coaching.</p> <p>Solid base of behaviour for learning so that teachers can effectively teach in the classrooms and students can learn</p>	<p>Evidence of improvement in teaching and learning across all year groups through learning walks and attainment in year 11 TAG</p>
<p>Ensure that reading is seen as a whole school priority through the curriculum and in addition to the curriculum. Reading age is a</p>	<p>DEAR time for the whole ensured that all students are giving the opportunity to</p>

key barrier to learning for PP students from Year 7 onwards	<p>develop their interest and ability in reading.</p> <p>Carry out GL Assessment to be able to students reading age.</p> <p>Analyse the reading ages of PP students and have a more targeted departmental approach to improve attainment across all subjects.</p>
Departmental Initiatives to support pertinent interventions with PP students (Amended during lockdown to include remote learning)	Next year, we will introduce department bidding system to have a more targeted departmental support PP students with termly review of department support and its impact on students' attainment
Electives to bridge the Cultural Capital Gap	<p>Electives will now be for all KS3 and 4 students</p> <p>Career's appointments allow students to widen their understanding of the labour market and the opportunities available. Students are also encouraged to visit open days at alternative colleges and sixth forms which increases their breadth of knowledge around education opportunities.</p> <p>This will be followed by trip/educational visits to expose students to different opportunities and improve social mobility</p>
Emotional support for students who have mental health and wellbeing issues	A family support worker will be employed to offer practical help and emotional support to students and their families experiencing short or long-term difficulties.

Material support of disadvantaged students	<p>Laptops were provided to support students to bridge the gap in digital poverty.</p> <p>Next step is to review and plan ways to provide support in area of technology and digital poverty</p>
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