

Pupil premium strategy statement Thomas Becket Catholic Secondary School, Northampton 21/22

Rational For Pupil Premium Spending at TBCS

“GCSEs are a pivotal moment in a young person’s life: they’re passports to next steps, whether that’s further study or training. The attainment gap between disadvantaged pupils and their peers has also increased due to the effects of the pandemic which have impacted disadvantaged students most keenly. As these students have faced the most obstacles in their learning this year, it’s crucial that there is support for their learning..”

Sir Peter Lampl, founder and chair of the Sutton Trust and chair of the Education Endowment Foundation August 2021

With reference to this and to the work done by John Dunford on having a plan for success for our PP students with the barriers to learning as the starting point a comprehensive mapping exercise has been done in consultation with staff on the key barriers to student learning. It is these barriers which have been the starting point to this plan.

The exercise was a starting point to address PP learning and is moving the school into closer consultations with PP students and their families to better listen to the needs of PP students which have gone unaddressed through assumptions rather than through listening to individual needs so that support can be tailored more effectively. To this end a greater balance has been sought between the needs of the individual child and the needs of the school as a whole. This is an important balance and is in line with the values held as part of the school ethos. We know from research from the Sutton Trust that smaller class sizes and quality first teaching is what heighten the attainment of our PP students and all students. This has been without doubt the main thrust of all initiatives including CPD at TBCS. In addition to this the following are priorities :

The Curriculum with recourse to Cultural Capital

Poverty

Mental Health and Wellbeing

Parental Collaboration

Student Voice on learning as part of typicality in learning.

The provision offered for students who are PP and SEND.

School overview

Metric	Data
School name	Thomas Becket Catholic Secondary School
Pupils in school	728
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£209,623
Academic year or years covered by statement	2021-22
Publish date	Sept 2021
Review date	Ongoing Impact review termly
Statement authorised by	B Grimley (Acting Head Teacher)
Pupil premium lead	Joyce Oppong
Governor lead	Deidre Muckhtar

Year 11

Progress 8	0.33
Ebacc entry	49.6
Attainment 8	43.83

Percentage of Grade 5+ in English and maths	28.9
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Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.32	October 2020
Attainment 8	35.55	October 2020
Percentage of Grade 5+ in English and maths	18.2	October 2020
Other		October 2020
Ebacc entry	24.2	October 2020

Teaching priorities for current academic year

Measure	Activity	Impact under ongoing review Update May 2022
<p>Priority 1</p> <p>Ensure that across the curriculum effective strategies to raise achievement in T and L are implemented and kept under review. In addition to ensure that the competency of teachers in the classroom is supported by regular cutting edge CPD. This to ensure that learning is tailored so that achievements can be celebrated</p>	<p>Coaching Arrangements for staff</p> <p>Staffing in the ARC coaching/training</p> <p>Boys achievement/National Speaker</p> <p>Follow up actions</p>	
<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>DEAR Time set up with books</p> <p>Reading Age Testing (GL Assessment)</p> <p>CATS Testing and implementation of strategies</p>	
<p>Priority 3</p> <p>Use of the ARC (Academic Restart Centre) to develop interventions for PP students who need to recover learning</p>	<p>Staffing of the ARC to be used across the curriculum to raise standards through support and coaching in behaviour for learning</p>	
<p>Barriers to learning these priorities address</p>	<p>Low reading scores on entry</p> <p>Boys learning initiatives address a key action point for boys (OFSTED 2019)</p>	

	Behaviour for Learning (OFSTED 2019) Key Action	
Projected spending	£75,000	

Targeted academic support for current academic year

Measure	Activity	Impact under ongoing review Update May 2022
Departmental Initiatives are in place to support PP students (Bidding System for Departments to buy into	<ul style="list-style-type: none"> A bidding system will be put in place by the PP Lead where departments will bid for money for T and L projects within the department along set criteria to ensure that this has impact on the direct learning of PP children 	
Engagement with Northampton Schools Tutorial Centre for 2 students to undergo a tutoring input to foster better engagement for learning (£18,500 for 1 year))	<ul style="list-style-type: none"> 2 students who are PP per 6 week input will be selected where there is a need for more specialist intervention for learning and attainment. 	Notes of individual students to be kept for this to ensure impact. (Follow up support and delivery notes to be used as part of this,
Barriers to learning priorities to be addressed so that 1:1 mentoring and group mentoring	Literacy and Numeracy Interventions especially at KS3	

support especially for “Carers” can be identified.	Carers Grouping Year 11 interventions	
Projected spending	£75,000	

Wider strategies for current academic year 2020-2021

Measure	Activity	Impact under ongoing review Update May 2021
<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>Priority 2</p> <p>Material support of disadvantaged students</p>	<p>Individual/groups support where necessary</p> <p>Digital Learning Devices to be provided 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 	

Barriers to learning these priorities address	Material impoverishment Mental health and wellbeing issues	
Projected spending	£59,623	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that the new direction of the ARC as a provision enables bespoke support for PP students.	Clear and careful monitoring by the DH. Careful reflection on impact of the Northampton Tutoring Service
Targeted support	Ensuring that the “Carers Group” have a bespoke package of support.	Presentation of ideas to the SLT by the Associate Head responsible for Year 11
Wider strategies	Clear CPD to staff by the Assistant Head Teacher JO on catering for the needs of PP students with this plan being explained	Collaboration with the staff about the plan. CPD delivered. PP presentation to SLT Barrier mapping of all PP students with Heads of Year and then actions to dovetail into the barriers.

End of Academic Year Review September 2022

Aim	Outcome
Raise/develop and continue the successful T and L interventions and CPD	Click or tap here to enter text.

to secure improved outcomes for PP students in comparison with non PP students. Effective strategies to be employed in reading and ARC interventions.	
Bespoke departmental initiatives to be put in place supported by NST to foster individual progress of PP students. This to be supported by individual barrier mapping.	Click or tap here to enter text.
Initiatives to be in place to support students where impoverishment is an issue to enable more equal access to learning.	Click or tap here to enter text.