

1. Summary information					
School	Cathedral Academy				
Academic Year	2019-20	Total PP budget	£351,020	Date of most recent PP Review	
Total number of pupils	925	Number of pupils eligible for PP	395 (42.7%)	Date for next internal review of this strategy	TBC

2. Current attainment		
	Pupils eligible for PP (CA)	Pupils not eligible for PP (National Average)
Average Progress 8 2018-19 Average Progress 8 2017-18	+0.29 (PP) and +0.78 (whole cohort) +0.33 (PP) and +0.73 (whole cohort)	+0.12
Average Attainment 8 2018-19 Average Attainment 8 2017-18	42.01 (PP) and 50.75 (whole cohort) 37.90 (PP) and 47.18 (whole cohort)	52

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

- A.** Star reading tests indicate that 70% of students in Phase 1 (year 7 and year 8) have a reading age below their chronological age, 42% of this cohort are identified as PP.
- B.** Year 7 – 38.6% of students were below national average for numeracy, with 43.8% of these being PP
Year 8 – 43.4% of students were below national average for numeracy, with 51.5% of these being PP

External barriers *(issues which also require action outside school, such as low attendance rates)*

- C.** Attendance, although much improved, still represents a barrier to progress:
 - PP Absence (2016-17):
 - PP Absence (2017-18):
 - PP Absence (2018-19):
 We know that school attendance is directly correlated to success at the end of Y11.
- D.** The behaviour of a minority of students, both pupil premium and non-pupil premium students, is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.
- E.** 70% students at Cathedral Academy come from the most deprived areas in England and the majority of these are PP students *(Lowest 30% as per IDACI data)*. This can lead to a lack of resilience in students due to a lack of academic aspirations at home and/or challenges they face at home which affects their motivation in school.
- F.** Increasing opportunities and broadening pupils' experiences remains a priority for our pupil premium students who have not had the opportunity to take theatre trips, travel within the UK and to read extensively for pleasure.

4. Aims

What is Pupil Premium funding for?

The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been effective over the past year as our Pupil Premium attainment 8 figure has risen from 35.2 to 41.6 in one academic year. We endeavour to improve this figure even more and the strategies in this statement will enable us to do this.

What is our Academy approach to the use of the Pupil Premium?

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- regular whole school data entry points that allow progress to be tracked over time,
- a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- Explicit support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),
- integration and supported involvement in activities with their peers,
- interventions to close the gap in achievement and address barriers to learning and progress,
- access to funding for those suffering hardship to meet costs for access to enrichment opportunities

5. Multi-year and in-year strategic plan

From September 2018 schools are encouraged to consider a multi-year strategy. This is not compulsory. At Cathedral Academy, we adopt long term pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we will face each year. However, our pupil premium cohort needs change each year and therefore we believe it essential to set bespoke in year pupil premium targets, which we realise may become multi-year targets.

6. Planned expenditure

Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improve the quality of T&L so students experience a greater frequency of outstanding teaching over time. This will ensure all students (inc. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.</p>	<ul style="list-style-type: none"> • Quality time, and money, set aside for CPD for all staff. • Rigorous but supportive QA processes which are not graded. • Weekly departmental and ELP/learning communities CPD sessions • Collaboration across the MAT for CPD and resources in all curriculum areas. • CPD on offer for identified staff: -Weekly NQT/RQT sessions -New starters induction program -Weekly T&L meetings 	<p>EEF (Education Endowment Foundation) – High impact, strong evidence base.</p> <p>‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation). ‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF).</p> <p>‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school’. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion & chair of Whole Education and the Chartered Institute of Educational Assessors.</p> <p>Impact of CPD to date is demonstrable with improved results over 3 years.</p>	<ul style="list-style-type: none"> • Implementation of QA processes at all levels of leadership. • Conducting staff feedback on the CPD programme. • Development of ELP roles so they can effectively coach identified staff • Staff reflective journals 	<ul style="list-style-type: none"> • KCY (VP) • ELP team 	<ul style="list-style-type: none"> • Termly in-school monitoring through QA processes. • Regular internal faculty reviews. • SIP Visits • Termly reports to the GB.
<p>The quality of Teaching & Learning is consistent across all subject areas.</p>	<ul style="list-style-type: none"> • Increased focus on subject specific CPD. • Sharing best practice with the MAT to include collaborative planning, assessment writing and moderation. 	<p>Data indicates that students are not performing equally well across as national data in all areas.</p>	<ul style="list-style-type: none"> • Collaborative planning of curriculum CPD with CLs and SLG links. • QA of CPD by the T&L team • Lesson Observations • Standards visits 	<ul style="list-style-type: none"> • CMN • Teaching & Learning Team • All CLs • ALCDs 	<ul style="list-style-type: none"> • QA of subject CPD – lesson visits. • Regular faculty reviews. • MAT reviews in English, Maths and Science. • Termly tracking of data. • Termly reports to the GB.

Best practise in the explicit use of Mint Class to ensure the rapid progress of all students with a particular focus on PP and SEND.	<ul style="list-style-type: none"> • CPD provided – on a whole-school and faculty level. • Blue files available for any lesson visits/observations. • PP students are clearly identified 	Staff need to be able to identify PP students quickly and efficiently so they can provide targeted support within lessons.	<ul style="list-style-type: none"> • Part of the lesson observation process. • Baseline data collection and any actions following. • Blue folders with annotated seating plans 	• CL's	<ul style="list-style-type: none"> • Termly checks by CLs • Regular faculty reviews
Improve literacy of all students	<ul style="list-style-type: none"> • Literacy co-ordinator role • All teachers share the ethos that they are all teachers of literacy • Use of Tier 2 and Tier 3 vocabulary for all students with a view to expanding their lexicon. • WOTL within Quick 6 of every lesson • Staff CPD on reading strategies • Red pen marking 	'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')	<ul style="list-style-type: none"> • Whole-school QA processes <ul style="list-style-type: none"> ○ Termly work scrutiny ○ Lesson observations ○ Follow-ups ○ Standards visits ○ LWs by ELP team to inform CPD • Staff Voice • Student Voice 	• KCY & HDU	Termly
Increased engagement with reading and improvement in reading ages.	<ul style="list-style-type: none"> • Tutor time Short Story programme • Showing an active engagement with reading is required as part of KS3 graduation, Talk for Life • All Phase 1 pupils will be expected to have an independent reading book which can be read in VT • All students in year 7-9 are registered users of Accelerated Reader. 	As above	<ul style="list-style-type: none"> • Library engagement/lending records • Student voice on VT short story programme • AR weekly quiz data • STAR reading tests (termly) • Author visits/workshops. 	MLS ROS LCR English teachers	Termly

Equal curriculum opportunities for all students through a comprehensive careers education, information, advice and guidance (CEIAG) program	<ul style="list-style-type: none"> • University visit (Year 9) and workplace visits (Year 10) • Priority careers interviews for students identified as 'at-risk' of NEET in Y11. • Implementation of the Gatsby Benchmarks within the curriculum. • Increased careers team – Careers Leader, Careers Advisor & Careers Admin 	Student level data would suggest that students at CA are less likely to gain access to careers experiences as Non-PP students nationally.	<ul style="list-style-type: none"> • Careers strategy and calendar of events • Student voice on careers activities 	RLN	Termly
*Total Cost of 'Quality of teaching for all'					£63,183 (18%) Funding goes to contribution to: <ul style="list-style-type: none"> - ELP team salaries - MINTCLASS software package - SIP & external QA visits/CPD - Careers visit costs - Contribution to salaries of careers staff

ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students in receipt of PP make progress to close the attainment gap & ensure that literacy & numeracy are no longer barriers to success	<ul style="list-style-type: none"> • Bungee, Platinum, Lexia interventions are in place to support students with low levels of literacy & numeracy. 	Intervention programmes have proven to have an impact across all schools in the MAT & have been refined for the CA cohort.	<ul style="list-style-type: none"> • Led by AAP for KS3, Literacy coordinator and English DCL • Student progress tracked and monitored and groups changed accordingly 	<ul style="list-style-type: none"> • RPG • HDU • ROS 	Termly review of students. Annual review of programme.

PP students get additional 1 to 1 or small group tuition.	<ul style="list-style-type: none"> • Employment of learning mentors in Eng & Maths who provide additional support to students 	Three years of successful results with PP students where these roles have featured significantly.	<ul style="list-style-type: none"> • Line management by AL for Year 11, regular COBRA meetings 	<ul style="list-style-type: none"> • ABE 	Annual review
Improved attendance for PP/EAL students.	<ul style="list-style-type: none"> • Appointment of new Vice Principal with a focus on Behaviour and Attendance. • Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students. • Appointment of EWO to ensure a large number of home visits take place over the course of a year. • Weekly attendance data email to all form tutors to share with students 	<p>2017-18 and 2018-19 data shows a clear link between attendance and the progress students make.</p> <p>DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • NPT 	Termly
Improved engagement in education for students whose behaviour can be a barrier.	<ul style="list-style-type: none"> • Monitoring of students' times in IEU to allow for early intervention where appropriate e.g. the use of the Arc to reduce the risk of PEx. • Alternative provision is offered to reengage students with education where appropriate e.g. Focus Training and College Placements. • Pastoral COBRA 	DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.	<ul style="list-style-type: none"> • Pastoral COBRA minutes and actions • Isolation log • Monitoring of students accessing the Arc provision • Regular check-ins for students accessing alternative provision 	<ul style="list-style-type: none"> • NPT • LMH • SLO team 	Termly
Pupil premium students do not fall behind their peers.	<ul style="list-style-type: none"> • Student tracking and monitoring of progress through regular COBRA meetings. • Paired data entry to ensure practical changes in classrooms to address emerging needs throughout the year. • STAR student cohorts 	Although PP progress and outcomes are much improved there is still an in-school gap.	<ul style="list-style-type: none"> • COBRA minutes • AW data • RAP documents 	<ul style="list-style-type: none"> • SLT • CLs 	Termly
*Total Cost of 'Targeted Support'					£196,571 (56%)

Funding goes to contribution to:

- Learning Mentor salaries
- SLO salaries
- AP Co-ordinator salary
- Attendance team salaries
- Attendance initiatives and rewards
- Resources for Bungee, Lexia, platinum
- Refurbishment of ARC facility and resources to support provision

iii. Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Broaden the experiences of students through extra-curricular programs and trips.	<ul style="list-style-type: none"> • Relaunch of the 'Involve' extra curricular • Trips & activities are tracked across all areas to ensure all students have the opportunity to go on one trip every year. 	Student level data would suggest that PP students at CA are not gaining as much access to these experiences as Non-PP students nationally.	<ul style="list-style-type: none"> • Involve attendance • Student voice • Trip tracker 	<ul style="list-style-type: none"> • MLS • RLN 	Termly
A high quality, smooth transition process.	<ul style="list-style-type: none"> • Transition Plan for Y5 & Y6 to ensure learners are well equipped, including SLT visit to all feeder primaries • Extended transition for SEND students to fully support transition to secondary. 	SEND Code of Practice: 0 to 25 Years (Jan 2015)	<ul style="list-style-type: none"> • Meeting Minutes • Uptake of Transition days offered at TASB • CPOMS data/information • Student voice • Parent voice 	<ul style="list-style-type: none"> • RPG • STT 	Yearly
Increased student motivation and improve perception of school particularly for Phase 2 students.	<ul style="list-style-type: none"> • Appointment of SLG with a focus on Phase 2 lead. • Regular rewards assemblies. • Use of 'Principals Breakfast' to become more responsive to student needs. 		<ul style="list-style-type: none"> • Student voice • Assembly Rota • Internal Data entry 	<ul style="list-style-type: none"> • 	Termly
*Total Cost of 'Other Approaches'					£91,265 (26%) Funding goes to contribution to: <ul style="list-style-type: none"> - Funding for extra-curricular clubs targeted at PP students - Cover costs for transition and SEN staff - Rewards for students - Salaries of staff responsible for transition - Transport costs

7. Additional detail

The statement above is a working document and may be updated at any time.