Cathedral Academy, Wakefield Pupil Premium Strategy Statement

Multi-year	In-year

1. Summary information

School	Cathedral Academy				
Academic Year	2020-21	**Total PP budget**	£404,227	**Date of most recent PP Review**	
Total number of pupils	970	**Number of pupils eligible for PP**	404 (41.65%)	**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 2019-20 **Average Progress 8 2018-19** **Average Progress 8 2017-18**	+0.6 (PP) and +0.86 (whole cohort) +0.29 (PP) and +0.78 (whole cohort) +0.33 (PP) and +0.73 (whole cohort)	+0.12
Average Attainment 8 2019-20 **Average Attainment 8 2018-19** **Average Attainment 8 2017-18**	41.14 (PP) 50.38 (whole cohort) 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 63% and 70% of students tested in Year 7 and Year 8 respectively have a reading age below their chronological age, approx. 45% of this cohort are identified as PP.
B.	In 2019/20 academic year: 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: • 2018-19: PP Attendance 93.3%, Non-PP Attendance 95.6%, whole school attendance 94.34% • 2019-20: PP Attendance 92.8%, Non-PP Attendance 94.5%, whole school attendance 94.0% 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.	73% 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 may have limited opportunity to take theatre trips, travel within the UK and to read extensively for pleasure. This strategy is the Cathedral Character Journey.

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 few years as our Pupil Premium attainment 8 figure has risen from 35.2 to 41.1. 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	2020/21

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 first 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?
Improve the quality of T&L so students consistently experience 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.**	• Quality time, and money, set aside for CPD for all staff. • Rigorous but supportive QA processes which are not graded. • Weekly departmental/ whole school CPD sessions which are supported by LT team. • 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	EEF (Education Endowment Foundation) – High impact, strong evidence base. '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). '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). 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.	• Implementation of QA processes at all levels of leadership. • Conducting staff feedback on the CPD programme. • Development of LT roles so they can effectively coach identified staff • Staff reflective journals	• AGR (VP) • Lead teacher team	• Termly in-school monitoring through QA processes. • Regular internal faculty reviews. • SIP Visits • Termly reports to the GB.

		Impact of CPD to date is demonstrable with improved results over 4 years.			
The quality of **Teaching & Learning is consistent** across all subject areas.	• Increased focus on subject specific CPD. • Sharing best practice with the MAT to include collaborative planning, assessment writing and moderation.	Data indicates that students are not performing equally well across as national data in all areas.	• Collaborative planning of curriculum CPD with CLs and SLG links. • QA of CPD by the LT team • Lesson spotlights, learning walks	• AGR • Lead teachers • All CLs	• QA of subject CPD – lesson visits. • Subject reviews & Deep Dives. • 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.	• CPD provided – on a whole- school and faculty level. • Blue files available for any lesson spotlights/learning walks • 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. And PP need to be identified so they can be offered appropriate remote support, if necessary.	• Part of the lesson observation process. • Baseline data collection and any actions following. • Blue folders with annotated seating plans	• CL's	• Termly checks by CLs • Regular faculty reviews

Improve literacy of all students	• Lead teacher with literacy focus
	 • 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 4 strand 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')	• Whole-school QA processes
			   o Termly work scrutiny
			   o Lesson spotlights
			   o Follow-ups
			   o LWs by LT team to inform CPD
			
			 • Staff Voice
			 • Student Voice
				• AGR & HDU	Termly

Increased engagement with reading and improvement in reading ages.	• Tutor time Short Story programme • Showing an active engagement with reading is required as part of KS3 graduation & Odyssey • 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	• Library engagement/lending records • Student voice on VT short story programme • AR weekly quiz data • STAR reading tests (termly) • Author visits/workshops.	MLS ROS HDU English teachers	Termly reviews
Equal curriculum opportunities for all students through a comprehensive careers education, information, advice and guidance **(CEIAG) program**	• 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.	• Careers strategy and calendar of events • Student voice on careers activities	RLN	Termly reviews Careers Deep Dive
			*Total Cost of 'Quality of teaching for all'		**£72, 761 (18%)** **Funding goes to contribution to:** - LT 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	• Bungee, Platinum, Lexia interventions are in place to support students with low levels of literacy & numeracy.	Intervention programs have proven to have an impact across all schools in the MAT & have been refined for the CA cohort.	• Led by AAP for KS3, Literacy LT and English DCL • Student progress tracked and monitored and groups changed accordingly	• RPG • HDU • ROS	Termly review of students. Annual review of programme.
Improved literacy and reading ages of the weakest students so that their progress in all subjects is not impacted by their literacy.	• Introduction of **LEAP & Nurture pathways**	Increasing cohort of Year 7 students are joining us with reading ages significantly below their chronological age. This is especially difficult because of the time out of education during Lockdown.	• Led & taught by LT • Lesson spotlights & LWs	• AGR • HDU	Part of the annual literacy review
PP students get **additional 1 to 1 or small group tuition.**	• Employment of learning mentors in English & Maths who provide additional support to students	Four years of successful results with PP students where these roles have featured significantly.	• Line management by AL for Year 11, regular COBRA meetings • Review of mentor trackers	• ABE	Annual review
Improved **attendance** for PP/EAL students.	• Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students.	2017-18 and 2018-19 data shows a clear link between attendance and the progress students make. DfE: The Impact of Pupil Behaviour and Wellbeing on	• Pastoral COBRA meetings	• NPT • AL's • SLO's • EWO	Termly

	• 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	Educational Outcome.			
Improved engagement in education for students whose behaviour can be a barrier.	• Monitoring of students' times in Inclusion to allow for early intervention where appropriate e.g. the use of the inclusion & restorative practices to reduce the possibility 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.	• Pastoral COBRA minutes and actions • Isolation log • Monitoring of students accessing the Arc provision • Regular check-ins for students accessing alternative provision	• NPT • LMH • SLO team	Termly
Pupil premium students do not fall behind their peers.	• 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 and THINK 50** strategy embedded across the academy	Although PP progress and outcomes are much improved there is still an in-school gap.	• COBRA minutes • AW data • RAP documents	• SLT • CLs	Termly
			*Total Cost of 'Targeted Support'	£226,367 (56%) **Funding goes to contribution to:**	

	- Learning Mentor salaries - SLO salaries - Attendance team salaries - Attendance initiatives and rewards - Resources for LEAP & Nurture pathways - Resources for Bungee, Lexia, platinum - Refurbishment of Inclusion 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 (**Cathedral Character Journey**)	• 'Involve' program of extra curricular activities** • Trips & activities are tracked across all areas to ensure all students have the opportunity to go on one trip every year. THINK 50 is applied to all scenarios to ensure PP uptake is strong.	Student level data would suggest that PP students at CA are not gaining as much access to these experiences as Non-PP students nationally.	• Involve attendance • Student voice • Trip tracker	• MLS • RLN	Termly
A high quality, smooth **transition** process**	• 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)	• Meeting Minutes • Uptake of Transition days offered at Cathedral Academy • CPOMS data/information • Student voice • Parent voice	• RPG • STT	Yearly
Increased student motivation and improve perception of school particularly for Phase 2 students.	• Appointment of SLG with a focus on Phase 2 lead. • Regular rewards assemblies. • Use of student voice & student leadership group to become more responsive to student needs.		• Student voice • Assembly Rota • Internal Data entry	• NPT • MSD	Termly
Increased uptake of free breakfast by students across all year groups	• Continuation of free breakfast provision after the end of the MAGIC breakfast program Dec 2020.	Evidence from the Leeds Uni report: "Associations between habitual school-day breakfast consumption frequency and academic	• Analysis of data • Student voice	• RLN	Termly

		performance in British adolescents"			
			*Total Cost of 'Other Approaches'	**£105,099 (26%)** **Funding goes to contribution to:** - 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.

** these statements/activities may be affected due to restrictions placed on us due to COVID-19 health and safety considerations