

## Pupil premium strategy statement

The DfE has suggested that due to Covid-19 and school closures, it may not be possible to evaluate the impact of the pupil premium for all of the 2019-2020 academic year. Instead, they suggest monitoring and reporting on the grant's impact at the end of the 2020-2021 financial year. This report should cover the whole period between September 2019 and March 2021.

In the meantime, please find below our Strategy for the academic year 2020-2021. And a brief review of last year's Aims.

### School overview

Metric	Data
School name	St Ursula's Convent School
Pupils in school	649
Proportion of disadvantaged pupils	29% (187)
Pupil premium allocation this academic year	£173,687
Academic year or years covered by statement	2019-2020, 2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	C Hamilton
Pupil premium lead	N Johnson
Governor lead	B Farrelly

### Disadvantaged pupil performance overview for last academic year (CAGs)

Progress 8	+1.39
EBacc entry	78%
Attainment 8	64.76
Percentage of Grade 5+ in English & Maths	72%

### Strategy aims for disadvantaged pupils 2020-2021 (GCSE)

Aim	Target	Target date
Progress 8	All achieve a positive P8 score and the gap is closed with non-DA pupils	2021
Attainment 8	All achieve the minimum of the national average and the gap is closed with non-DA pupils	2021
Percentage of Grade 5+ in English and Maths	Higher achievement than national average and that of similar schools	2021
EBacc entry	Higher achievement than national average and that of similar schools	2021

## Teaching priorities for current academic year 2020-2021

Measure	Activity
Priority 1	Early identification through RAP process. Targeted intervention for pupils who are underachieving across whole school.
Priority 2	Improve remote learning for all DA pupils, ensure all pupils have devices and can access and submit work at home. Embed Google classroom, invest in CPD for remote learning for staff, embed Chrome Books in lessons for pupils and for staff.
Barriers to learning these priorities address	Lack of engagement /attainment/ possible poor attendance. Low aspirations. Lack of internet and devices at home.
Projected spending	40,000

## Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	KS3 interventions for both Literacy and Numeracy for low attaining pupils (not Yr7 Catch Up pupils) KS4 Masterclasses, Revision, Study Skills. Additional Academic Review introduced. Introduction of targeted Bubble Clubs for additional support. PiXL strategies including Horsforth Quadrant and PiXL Unlock. LSC access for vulnerable pupils.
Priority 2	Embed use of Google Classroom, Meets, Docs and Drive. Use of PIXL resources eg Build Up, Horsforth Quadrant. Embed GCSE Pod. Survey pupils and ensure all have devices and internet. Communication with parents/carers via Edulink.
Barriers to learning these priorities address	Cost of music lessons for GCSE DA pupils learning instruments. Lack of parental engagement and support. Lack of devices in the home. Lack of digital skills in the home. Ill health – poor attendance.
Projected spending	108,000

## Wider strategies for current academic year 2020-2021

Measure	Activity
Priority 1	Enhance the CEIAG opportunities for DA pupils. Enhance the PSHE programme to widen horizons. Debating included in the KS3 curriculum. Mental Health Support and supervision.
Priority 2	CPD for staff on DA strategy and identification of DA pupils and their barriers to learning. CPD for staff on remote learning and digital curriculum.
Barriers to learning these priorities address	Low aspirations for FE/HE - lack of experience in particular social situations. Parents lack of expectation or personal circumstances prevent engagement. Lockdown has limited pupil experience of the outside world and career opportunities. Pupil Development – Mentoring and Mental Health.
Projected spending	25,500

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff are skilled in identification of barriers and underachievement - appropriate time is given to CPD. Particularly with regard to remote learning.	WSIP session/Pastoral time used to achieve cohesive approach to practice across both Key Stages. Develop remote CPD offer.
Targeted support	Ensure interventions are planned and sufficient spread of access for all subjects.	SLT lead to co-ordinate and monitor attendance. Develop remote revision / Masterclass provision.
Wider strategies	Engaging parents of pupils underachieving.	Ensure meetings can take place remotely where required.

## Review: last year's aims and outcomes 2019-2020

Aim	Outcomes
Progress 8 - All achieve a positive P8 score as close to non- DA pupils	DA pupils achieved a P8 score of +1.39 Overall P8 score was +1.36 Non-DA pupils achieved a P8 of +1.35 DA pupils out performed other groups in the CAGS of 2020.
Attainment 8 - All achieve the minimum of the national average based on prior data, as close to non-DA pupils	There are no performance tables for this year. The DA Attainment 8 score was

	64.76, a safe Grade 6 (equivalent to an old Grade B).
Percentage of Grade 5+ in English and Maths - Higher achievement than national average and that of similar schools	There are no performance tables for this year. 72% of our DA pupils achieved a 5+ in English and Maths.
EBacc entry - Higher achievement than national and that of similar schools	Our EBacc entry for DA pupils is 78%. The National Average in 2018 was 38.4%.