

Pupil Premium Strategy Statement (Secondary)

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The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent/guardian is in receipt of a pension from the MoD (£300 per child)

This document details the proposed spend of the Pupil Premium 2019/2020, committed to narrowing the attainment and progress gap further.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

Pupil Premium 2019 - 2020 (approx.) £232 690

The three key objectives:

1. **Curriculum:** to develop further the range of intervention strategies in use to ensure DP students in all years make progress in line with or exceeding the progress of their non DP peers
2. **Teaching and Learning:** to further improve teaching and learning across school and for targeted cohorts
3. **Wider Outcomes:** to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom.

1. Summary information					
School	Sacred Heart Catholic College				
Academic Year	2019/20	Total PP budget	232690	Date of most recent PP Review	Lincs Nov 17
Total number of pupils	1277	Number of pupils eligible for PP	304	Date for next internal review of this strategy	March 2020

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

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

- A. Underachievement in literacy and numeracy skills of some pupils on entry
- B. Attendance and punctuality of some disadvantaged pupils
- C. Some disadvantaged pupils require assistance in building resilience and developing their understanding of their own learning

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

- D. Lack of access to resources for some students / engagement with parents and carers

3. Desired outcomes *(desired outcomes and how they will be measured)*

- A. To further improve teaching and learning across the school and for disadvantaged pupils. Improve pedagogy in three areas: Metacognition, Homework and Feedback
- B. Improved GCSE results for DP pupils in English and Maths
- C. To provide a range of opportunities for students, regardless of their backgrounds, to access learning opportunities outside the classroom.

Success criteria

- Teaching is good and is demonstrated in outcomes for disadvantaged pupils in all years
- Improved GCSE results, gap narrowed
- Narrow gap for all current learners in all years

4. 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>To further improve teaching and learning across the school and for targeted cohorts. Improve pedagogy in three areas: Metacognition, Improved resilience, Homework and Feedback</p>	<ol style="list-style-type: none"> 1. Metacognition in Y10 & 11 through walking talking mocks timetabled with lead teachers. More timetabled assessment for Y10 & 11. 2. Resilience training for staff to continue along with further training and updates on teaching strategies to improve the progress of DP students. Training to be delivered by SLT and DP advocates during GPF and INSET. 3. Strengthening of work scrutiny with joint approach involving SLT member, DP advocate and students 4. DP advocates to follow allocated year group into the next academic year using a new common framework to monitor progress. 5. Begin mentoring of Y11 DP students by teaching staff sooner – September 2019. 	<p>Sutton Trust Teaching and Learning toolkit puts these strategies as high impact</p>	<p>Monitoring via</p> <ol style="list-style-type: none"> a) MA results b) Work Scrutiny c) Lesson Observation d) RAP Meetings e) LM meetings with advocates 	<p>KJo</p>	<p>January 2020</p>
Total budgeted cost					<p>Wages for KJo and PP Advocates X 4 £59,683</p>

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?
Improved GCSE results for DP pupils in English and Maths	<p>1. One to One tuition in English and Maths in KS4 using established staff and undergraduates from Tutor Trust.</p> <p>2. Use of OMR test results and 4Matrix spreadsheet to inform planning.</p> <p>3. Work with Bishop Rawstone Teaching School to improve outcomes for all pupils in Maths.</p> <p>4. Invest in technology in Maths – use of I pads and Hegarty Maths software package</p>	<p>Sutton Trust Teaching and Learning toolkit puts strategy as high impact</p> <p>Building on previous one to one work in the last two years. Students are showing more enthusiasm and improvement in their MA results.</p> <p>Bishop Rawstone have good P8 scores for DP students and can offer valuable strategies on how to improve outcomes in Maths.</p> <p>Schools with high P8 scores use digital packages to assess pupils in lessons and look at question level analysis.</p>	<p>Monitor via observation, reports from tutors, pupil voice and MA results.</p> <p>Maths monitoring group to be set up to meet once a month to evaluate progress.</p> <p>Analysis of assessments to check progress of pupils.</p>	KJo	January 2020
	<p>1. Identify a targeted behaviour intervention for identified students. Alternative provision sought on an individual basis to support engagement.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded. DOS to engage with parent/ guardian before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	CCa	January 2020

	Total budgeted cost Wages for Maths/English intervention CFr, DWi £14,636 Tutor Trust £5000 Teaching School £1050 Purchase of Ipads £11000 OMR testing£1700 Behaviour intervention wages £19000
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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?
To provide a range of opportunities for students, regardless of their backgrounds, to access learning opportunities outside the classroom.	Academic Coaching in KS3 and targeted coaching for students most in need in KS4. Close liaison between Academic Coaches and DP Advocates	This has had good impact for some pupils in the past and has had impact in improved skills in learning for pupils, improve organisation of pupils work Improved focus on DP pupils particularly in Y7&8	Interviews with pupils Coaching records to use new common framework to monitor progress.	KJo	January 2020
	Continue to raise the profile of DP students through INSET and GPF	Local school used similar strategy and improved results for DP pupils	Lesson observation demonstrates improved focus on DP pupils	KJo	January 2020
	Enhanced WRL opportunities for Y9 disadvantaged pupils	Developing a flight path for ambition	Observation of advice and monitoring of records	JGr	January 2020
	Close monitoring of attendance and punctuality of DP students in comparison to non DP students by DP Advocates.	Improvements in attendance and punctuality (where necessary) will lead to increased engagement in the classroom.	Regular use of new common framework by DP Advocates, Academic Coaches and SLT		January 2020
Intervention	Arts involvement CLAC day University visit Laptops Mentoring by teachers and support staff Revision guides and other support material	Local school used similar strategies and improved results for DP pupils Sutton Trust	Impact on results; attendance; punctuality; attitudes to learning	KJo	Ongoing
Total budgeted cost					Wages for LBr, TRo, JHo £58943 Laptops £3200 Printing £550 Visits/Materials/support £2200

Total Spend = £174,871

6. Review of expenditure

Previous Academic Year 2018/9

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To further improve teaching and learning across the school and for targeted cohorts. Improve pedagogy in three areas: Metacognition, Improved resilience, Homework and Feedback</p>	<p>1. Metacognition in Y11 through walking talking mocks timetabled with lead teachers 2. Metacognition strategy spread more widely via GPF to all staff and all pupils in all years with a new appointment funded by DP (Y9 advocate) to improve resilience 3. Strengthening of self-review of homework and feedback with new appointment at SLT level for 2018/19 4. New appointments at TLR level (advocates) will support pupils with homework outside of lesson time.</p>	<p>1. “Walking Talking Mocks” were spearheaded by English as a metacognition strategy alongside open book exams in Chemistry and these have had a positive impact on P8 in Y11. 2. Advocates have had partial success with changing attitudes to learning and improvements with DP students – this impact needs to spread to more pupils. 3. In Yr 7 – 11 there is evidence of good practice with regard to homework, feedback in books etc. review of homework and feedback to continue with more pupil involvement. 4. Advocates have had some success with pupils that have attended support sessions. This is shown by increased confidence and improvements in MAs.</p>	<p>1. Further walking talking mocks will be incorporated into the 2019/20 timetable for years 10 & 11. There will be more timetabled assessment for years 10 & 11. 2. We will continue with this approach. DP advocates will follow their year group into the next academic year with a new common framework for checking progress. 3. Review of classwork, homework and feedback to continue with increased pupil involvement. 4. Support sessions to continue to be provided by DP advocates with support from academic coaches.</p>	<p>£20856 + 4 x £2629 = £31372</p>

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved GCSE results for DP pupils in English and Maths	One to One tuition in English and Maths	Data for Yr 11 English suggests that DP pupils performed better in English than in their other subjects, but overall performance of students in this cohort will still need to improve in both English and Maths.	<ol style="list-style-type: none"> 1) Continue with intervention with further communication with parents. 2) Increased communication with subject teachers for a more personalised approach to learning. 3) A more flexible rolling timetable of intervention 4) Use of undergraduates for the intervention programme. 	English £8617 + £8000 Maths £8986 +£8000 =£33603
	Identify a targeted behaviour intervention for identified students. Alternative provision sought on an individual basis to support engagement	This strategy had positive impact on the engagement of individual\ pupils	Continue to provide a behaviour strategy for targeted individuals.	

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide a range of opportunities for students, regardless of their backgrounds, to access learning opportunities outside the classroom.	Academic Coaching in KS3	Students in years 7&8 continue to benefit from this support. Targeted students in years 9, 10 & 11 would also benefit	Continue this strategy in years 7 & 8 and target particular students for support in years 9, 10 & 11. Academic coaches to work closely with DP advocates in order to support students effectively with their learning.	
	Produce strategies bookmark for closing the gap	This took the form of a bookmark and GPF. Strategies observed in lesson observation and work scrutiny	GPF will continue in this area with regular updates for staff on teaching strategies and ways to support DP students to enable them to make progress in line with their peers.	
	Enhanced WRL opportunities for Y9 disadvantaged pupils	Identified year 9 pupils (along with pupils from years 8 & 10) attended a HE taster day.	Provide further taster day opportunities. Work with WRL coordinator on further strategies for careers advice for all DP students.	
	Additional Attendance Support Officer to visit homes of persistent absentees from PP cohort	Increased attendance support showed some improvement for individual DP students.	Further strategies to improve attendance to be implemented, e.g. minibus, work with advocates	
Intervention	Purchase of iPad Tuition DVD. Pedagogical CCTV and coaching cover Arts involvement CLAC day University visit laptops	Improvement in pupil engagement measured by pupil voice, surveys, work scrutiny etc.	Continue with interventions as required.	£29569, £22289, £13700 Printing £500 Ipad £1500 Attendance £1800 £2000 =£71358

