

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 2018/2019, 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 2018 - 2019 (approx.)

The three key objectives:

1. **Curriculum:** to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP 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 Crosby				
Academic Year	2018/9	Total PP budget	£189585	Date of most recent PP Review	Lincs Nov 17
Total number of pupils	1288	Number of pupils eligible for PP	260	Date for next internal review of this strategy	Oct 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	Not yet published by dfe for17/18	Not yet published by dfe for17/18
Attainment 8 score average		49.1

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of access to resources for some students	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To further improve teaching and learning across the school and for disadvantaged pupils. Improve pedagogy in three areas: Metacognition, Homework and Feedback	Teaching is good and is demonstrated in outcomes for disadvantaged pupils in all years
B.	Improved GCSE results for PP pupils in English and Maths	Improved GCSE results Gap narrowed
C.	To provide a range of opportunities for students, regardless of their backgrounds, to access learning opportunities outside the classroom.	Narrow gap for all current learners in all years

5. Planned expenditure

Academic year

2018/9

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?
To further improve teaching and learning across the school and for targeted cohorts. Improve pedagogy in three areas: Metacognition, Improved resilience, Homework and Feedback	<ul style="list-style-type: none"> • Metacognition in Y11 through walking talking mocks timetabled with lead teachers • Metacognition strategy spread more widely via GPF to all staff and all pupils in all years with a new appointment funded by PP (Y9 advocate) to improve resilience • 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. 	Sutton Trust Teaching and Learning toolkit puts these strategies as high impact	Monitoring via <ol style="list-style-type: none"> MA results Work Scrutiny Lesson Observation RAP Meetings LM meetings with advocates 	KJo	January 2019
Total budgeted cost					£20856 + 4 x £2629 = £31372

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 PP pupils in English and Maths	One to One tuition in English and Maths in KS4	<ul style="list-style-type: none"> • Sutton Trust Teaching and Learning toolkit puts strategy as high impact • Strategies had high impact with individuals in 2017/8 in English, these strategies are being adopted by Maths in 18/19 	<p>Monitor via observation, pupil voice and MA results.</p> <p>Observe tuition in other schools to strengthen strategy</p>	KJo	October 2018
	Identify a targeted behaviour intervention for identified students. Alternative provision sought on an individual basis to support engagement	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	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.	CCa	
Total budgeted cost					English £8617 + £8000 Maths £8986 +£8000 =£33603

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	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 PP pupils	Observation of coaching Monitoring Coaching records Monitoring of pupil planners Pupil Voice	KJo	July 2019
	Produce strategies bookmark for closing the gap	Local school used similar strategy and improved results for PP pupils	Lesson observation demonstrates improved focus on PP pupils	KJo	January 2019
	Enhanced WRL opportunities for Y9 disadvantaged pupils	Developing a flightpath for ambition	Observation of advice and monitoring of records	JGr	July 2019
	Additional Attendance Support Officer to visit homes of persistent absentees from PP cohort	Direct correlation between attainment and attendance	Thorough briefing of support worker about existing absence issues. Attendance Officer DHT etc. will collaborate to continue to improve attendance to school.	CCa	July 2019
Intervention	Purchase of iPad Tuition DVD. Pedagogical CCTV and coaching cover Arts involvement CLAC day University visit laptops	Local school used similar strategies and improved results for PP pupils Sutton Trust	Impact on results	KJo	July 2019
Total budgeted cost					£29569, £22289, £13700 Printing £500 Ipad £1500 Attendance £1800 £2000 =£71358

Total Spend = £136333

6. Review of expenditure

Previous Academic Year 2017/8

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
To further improve teaching and learning across the school and for targeted cohorts. Improve pedagogy in three areas: Metacognition, Homework and Feedback	Appoint a Director of Teaching Strategies to Lead this alongside a team of PP Champions (one for each of Yr 7 – 11)	<p>In Yr 7 – 11 The QT is good for lesson observations of PP pupils, work scrutiny gives evidence of good hw being set and pupils responding well to feedback and it confirms good learning over time for PP pupils.</p> <p>Advocates appointed in July are having a positive eff learning for PP pupils as evidenced by pupil voice.</p> <p>“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</p>	<p>We will continue with this approach. The advocates have had little time to have an impact on outcomes in Y11 but early signs demonstrate that this will be the case</p> <p>Metacognition strategies such as walking talking mocks will be incorporated into the 2018/19 timetable for En/Ma and Sci</p> <p>Open book exams will be used as a strategy more widely</p>	<p>£20856 + 4 x £2629 = £31372</p>
Strong transition between Year 6 and Year 7 to support improved attainment on entry	<p>Bridging units completed in term 3 of Year 6.</p> <p>Mapping of curriculum to ensure challenge for all.</p> <p>Deploy an SHCC trained Maths and English teacher to Y6 in Summer term to each feeder primary for one lesson a week to include analysis of KS2 data</p>	Mapping of the curriculum has had successful impact on learning in Y7 by encouraging challenge. This is evidenced in lesson observation and book scrutiny.	Curriculum maps will continue and work scrutiny will monitor challenge for Y7. The advocates will spearhead this and some will visit the primaries to foster better transition for PP pupils	£3000

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 PP pupils in English and Maths	One to One tuition in English and Maths	Data for Yr 11 English suggests that PP 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 but with better communication with parents 2) Better communication with subject teachers for a more personalised approach to learning 3) A more flexible rolling timetable of intervention 	English £8617 + £8000 Maths £8986 +£8000 =£33603
	Small Group Support Worker for Eng & Maths	Limited impact	Do not carry on with this strategy	£23087
	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 this strategy for identified students	

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	Limited impact in KS4	Continue this strategy in KS3 discontinue academic coaching in KS4	£65548
	Produce strategies booklet 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	£1500
	Careers advice for Y9 disadvantaged pupils	Pupil Voice indicates pupils are more focused on their learning.	Work with WRL coordinator on further strategies for careers advice for new year 9 PP students.	
	Additional Attendance Support Officer employed to monitor disadvantaged (only) pupils and follow up quickly. First day response provision. Work alongside the attendance team.	Increased attendance support showed some improvement for individual PP students.	Further strategies to improve attendance to be implemented, e.g. minibus, work with advocates	£18000
Intervention	Purchase of iPad tuition DVD. Pedagogical CCTV and coaching cover Arts involvement CLAC day University visit	Improvement in pupil engagement measured by pupil voice, surveys, work scrutiny etc.	Continue with interventions as required	£20000

