

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 2017/2018, 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 2017 - 2018 (approx.) £190480

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.

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)

1. Summary information					
School	Sacred Heart Catholic college Crosby				
Academic Year	2017/8	Total PP budget	190480	Date of most recent PP Review	Lincs Nov 17
Total number of pupils	1321	Number of pupils eligible for PP	203	Date for next internal review of this strategy	June 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.81	0.12
Attainment 8 score average	34.5	52

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.	Poor literacy skills of some pupils
B.	Attendance of some disadvantaged pupils
C.	Reduced engagement of some disadvantaged pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of access to resources

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

2017/8

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, 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)	Sutton Trust Teaching and Learning toolkit puts these strategies as high impact	Monitoring via a) MA results b) Work Scrutiny c) Lesson Observation d) RAP Meetings	KJo	August 2018
Strong transition between Year 6 and Year 7 to support improved attainment on entry	Bridging units completed in term 3 of Year 6. Mapping of curriculum to ensure challenge for all. 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	No loss/ dip in performance – KS3 the wasted years Ofsted doc	Observation	KJo	
Total budgeted cost					£20856 + 2 x £2629 + £3000 = £29,114

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	Sutton Trust Teaching and Learning toolkit puts strategy as high impact	Monitor via observation, pupil voice and MA results	KJo	August 2018
	Small Group Support Worker for Eng & Maths	Sutton Trust Teaching and Learning toolkit puts strategy as high impact	Monitor via observation, pupil voice and MA results	KJo	August 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	August 2018
Total budgeted cost					English £8617 + £8000 Maths £8986 +£8000 Small group support worker £23087 £56690

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	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	August 2018
	Produce strategies booklet for closing the gap	Local school used similar strategy and improved results for PP pupils	Lesson observation demonstrates improved focus on PP pupils	KJo	July 2018
	Careers advice for Y9 disadvantaged pupils	Local school used similar strategy and improved results for PP pupils	Observation of advice and monitoring of records	KJo	July 2018
	Additional Attendance Support Officer employed to monitor disadvantaged (only) pupils and follow up quickly. First day response provision. Work alongside attendance team.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Direct link between attendance and attainment	Thorough briefing of support worker about existing absence issues. Attendance Officer DHT etc. will collaborate to continue to improve attendance to school. Attendance and progress discussed at least fortnightly with Head of Year.	KJo	July 2018
Intervention	Purchase of iPad tuition DVD. Pedagogical CCTV and coaching cover Arts involvement CLAC day University visit	Local school used similar strategies and improved results for PP pupils Sutton Trust	Impact on results	KJo	July 2018

	Total budgeted cost £29569, £22289, £13700 Photocopying £1500 £18000 £20000
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Total Spend = £184418

6. Review of expenditure

Previous Academic Year 2016/7

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
It should aim to improve a pupils' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	Quality first teaching Focus on feedback	Yes. Work scrutiny demonstrates that feedback has improved (see SEF)	Sharper focus needed on teaching strategies Raising awareness of disadvantaged pupils required	none
To develop homework pieces that extend activities to develop a pupils enquiry skills and ensure their work is more directed and focused.	Homework Homework support	Yes Homework policy revised Marking policy for homework revised Work scrutiny demonstrates rich tasks in lessons	A greater focus on curriculum maps and the use of planners required	none

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
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Mentoring support for pupils who face barriers to learning. To provide a range of opportunities for students, regardless of their backgrounds, to access learning opportunities outside the classroom.	Academic Mentor	GCSE results in recent years demonstrate that this has had limited impact	Reduce the number of coaches and work on one to one tuition . Concentrate efforts of coaches.	5 x £20856 = £104280 +£41462
Short term intense intervention for pupils who have gaps in knowledge	English Intervention Breakfast Club for pupils in Year 10 and 11.	Some individual cases demonstrate impact particularly in Year 7 and 8	Continue the strategy in Year 7 and 8	£1000
Use of Interventions for Pupils in year 11 identified in danger of not accessing P8	Subject Interventions.	One to one tuition in English on Saturdays had a positive impact on GCSE results. Other interventions had limited impact	Continue with one to one tuition for disadvantaged pupils, expand the strategy to Maths	£1500
Ensure that students in year 7 & 8 with a reading age below 9.6 are supported with additional reading interventions. Reading levels improve	Paired Reading Scheme	High impact strategy typically pupils improve their reading age (see booklet)	Continue with the strategy use funding to increase resources next year	
To improve students literacy skills and track and monitor areas to focus on.	Lexia intervention Programme	High impact strategy typically pupils improve their reading age	Continue with the strategy	£3500
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include	Lessons learned (and whether you will continue with this approach)	Cost

		impact on pupils not eligible for PP, if appropriate.		
Half termly meetings attended by SLT to look at data and identify pupils in danger of not hitting expected progress. Follow up	RAP Meetings	GCSE results in recent years demonstrate that this has had limited impact	Increase frequency by appointing champions to lead meetings in each year	
To provide opportunities for LAC pupils to have peripatetic lessons and attend School Trips.	Peri lessons /Trips	An increased number of disadvantaged pupils play instruments and several attended trips	Continue with strategy on an individual basis	£3800
Year 6 summer school to ensure ease of transition between year 6 and year 7 and ensure that the most vulnerable students in the cohort receive additional support	Summer School	High impact (see website)	Continue with strategy	£5887

Objective 1 Quality Of Teaching For All

£30409

This objective will be met by the following means:

1. To work with staff on the most effective teaching strategies to enhance pupil progress. To discuss the findings of the Sutton Trust document and implement those strategies which have the most impact.
2. To deliver training on metacognition to staff in order to enhance the progress of PP students.
3. Regular work scrutiny; to ensure students are given quality feedback and are responding to this feedback.

Actions:

- i. Discuss Sutton Trust findings at Heads of Department meetings and feedback through Departmental meetings.
- ii. Training on INSET days regarding Sutton Trust and metacognition.
- iii. Moderation of work scrutiny with SLT and HoDs with a focus on PP students.
- iv. Appoint a Director of Teaching Strategies to Lead this alongside a team of PP Champions (one for each of Yr 7 – 11)

Dates	Person responsible	Monitoring and Evaluation	Success Criteria
January 2018 April 2018	Mrs Jones Mrs Jones	Monitoring via a) MA results b) Work Scrutiny c) Lesson Observation d) RAP Meeting Regular work scrutiny showing evidence of feedback and pupil response. Evaluate training on metacognition through GPA and work scrutiny.	Narrow the gap between PP and non- PP students in Progress8. Pupils respond effectively to feedback to improve progress.

Objective ii Targeted Support

£55777

This objective will be met by the following means:

1. Deployment of intervention teachers in Mathematics and English at KS4. Providing one to one/two tuition to enhance the progress of PP students.
2. The use of Academic coaches to support PP students in all aspects of Progress8 studies. Across KS3 and KS4.
3. Breakfast and Homework clubs in KS3 to support the curriculum.
4. Use of Lexia Reading Programme to support students in Yr7 and Yr8.
5. RAP (Raising Attainment Plan) meetings held to identify underachieving pupils in order to provide focused intervention.
6. Deploy EWO to focus on attendance of PP pupils
7. Small Group Support Workers for English and Maths

Action

- i. Employing additional English and Maths Staff to provide one to one/two tuition
- ii. Provide financial support for morning and evening clubs.
- iii. Purchase licences for Lexia Reading Programme.
- iv. Allocate time for HoD and HoY and SLT to meet to discuss the progress of PP students.

Dates	Person responsible	Monitoring and Evaluation	Success Criteria
Oct 2017	Mrs Jones	Fortnightly meetings to discuss progress of PP students accessing English Maths Tuition.	Narrow the gap between PP and non- PP students in Progress8.
Sept 2017	Mrs Tarpey	Monitoring of Lexia reading programme through meetings with Academic Coach responsible for year 7 and 8.	Narrow the gap in year 7 & 8 reading between PP and non-PP students.
February 2018	Mrs Jones	Meeting of PP Champions to discuss work with EWO	Attendance improves
March 2018	Mrs Jones	Observation of Small Group Support Workers and monitoring of records	Improved outcomes

Objective 3 Other Approaches
£53640

This objective will be met by the following means:

1. Use of outside agencies such as Humanutopia to deliver workshops to PP students to help build resilience and positivity.
2. To support individual PP students as required with funding for various activities such as school trips, peripatetic music lessons, access to outside agencies.
3. To develop an appreciation of Arts and Culture by participation in various external events.
4. Enhanced careers advice is provided for Y9, 10 and 11 disadvantaged pupils
5. Produce strategies booklet for closing the gap

Actions:

- i. **To enable PP students to fully access extra-curricular activities and financially dependent curriculum activities.**
- ii. **Invite PP students to experience trips and visits to various universities and further education establishments.** iii. **Organise cultural trips involving PP students**

Dates	Person responsible	Monitoring and Evaluation	Success Criteria
Sept 2017	Mrs Jones	Attendance of PP students at a variety of extra-curricular events.	Attendance of extra-curricular and extended curriculum activities not inhibited by financial constraints.
Sept 2017	Mrs Campbell	Individual access to outside agencies	Pupil Voice demonstrates improved outcomes in this area Booklet created
Jan 2018	Mrs Jones	Monitoring of careers advice records for Y9 PP pupils	
March 2018	Mrs Jones	Evaluate Strategies booklet	

