

Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
|------------------------|----------------------------|----------------------------------|----------|--|----------|
| School | St Peter's Catholic School | | | | |
| Academic Year | 2017/18 | Total PP budget | £124,985 | Date of most recent PP Review | Jun 2017 |
| Total number of pupils | 1257 | Number of pupils eligible for PP | 134 | Date for next internal review of this strategy | Jan 2018 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving Basics 4+ | 58.3% | TBC |
| % achieving Basics 5+ | 45.8% | TBC |
| Progress 8 score average | 0.1 | TBC |
| Attainment 8 score average | 47.8 | TBC |

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

In-school barriers

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| A. | High level reading skills required for more rigorous demands of GCSE English and increased focus on Literacy across the curriculum. |
| B. | High attaining pupils who are eligible for PP are making less progress than other high attaining pupils in KS3 which has a negative impact in KS4 |
| C. | High attaining pupils who are eligible for PP are making less progress than other high attaining pupils in KS4 |

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

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| D. | Attendance rates for pupils eligible for PP are 93% (below the target for all children of 95%) Attendance gap seems to be widening in Year 9 in particular. |
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| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i> | Success criteria |
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| A. High levels of progress in reading for Year 7 pupils eligible for PP | Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced by assessment data taken at each Data Feed. |
| B. Improved rates of progress for High Attaining pupils eligible for PP in KS4 | High attaining pupils identified as PP in Years 7-9 are to make as much progress as 'other' high attaining pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced by assessment data taken at each Data Feed. |
| C. Improved rates of progress for High Attaining pupils eligible for PP KS3 | High attaining pupils identified as PP in Years 10-11 are to make as much progress as 'other' high attaining pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced by assessment data taken at each Data Feed. |
| D. Increased attendance for pupils eligible for PP | Attendance figures for pupils identified as PP in Years 7-11 are to be at 95% or above |

5. Planned expenditure

Academic year

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? |
|--|---|---|--|---|--|
| 100% of more able PP students targeted at 7 or above to achieve their target grade | Continued whole school INSET and focus on differentiation particularly for the more able (stretch and challenge agenda) | Quality First Teaching is proven to be the most successful tool in driving up results. (Sutton Trust and Teacher Toolkit) | <p>Development of whole school/cross curricular approach to QFT, with particular emphasis on impact on PP students. PiXL partnership is key in this area. DC SLT to lead on T&L.</p> <p>Assessment Data to be analysed each half-term (by departments) of the progress of all PP students and discussed with line managers and through the PP agenda item in Pastoral meetings. Gap to be less than 5% or interventions implemented (Attainment in depts./ATL by Lead Tutors)</p> <p>Professional Development – Stretch and Challenge agenda with PP focus (to continue from 2016-17) Period 6 on Monday given to depts to ensure MAD attainment is improving.</p> <p>Class teachers to know their PP students and to monitor their progress against non_PP in their classes using new SISRA and new PARS seating plan) (Period 6 training from 2016/17)</p> | <p>DCA/KCL/SHA</p> <p>HODs/Lead Tutors/SLT Line Managers</p> <p>HODs/SLT Line Managers</p> <p>HOD</p> | <p>DF2 and Mock Data – Jan 2018</p> <p>January 2018</p> <p>January 2018</p> <p>Monitoring and Evaluation cycle from Sept – December</p> <p>Total cost: £40 000</p> |

| ii. Targeted support | | | | | |
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| 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? |
| Attendance for PP at 95% | <p>Positive relationships sustained between home and school through SLT drop ins, Progress Evenings and Parents Evenings.</p> <p>Education Welfare Officers are no longer employed by LA and so St Peter's school now uses PP budget to support the work they do liaising between education and social care departments. An EWO monitors pupil attendance and may intervene to support families where appropriate. (£5500 per term)</p> | <p>Families who are engaged with the shared parent/school/student agenda from outset are less likely to have issues with attendance</p> <p>EEF</p> | <p>Letter to go out to PP families in September from SHA</p> <p>SHA to liaise with AWI and Lead Tutors to monitor attendance of PP students weekly and half termly</p> <p>SHA and KCL to attend pastoral meetings and prioritise PP attendance on the agenda.</p> | <p>SHA (PP lead – (£833 per term)/AWI (Associate Assistant Head – Attendance)/KCL (SLT Link PP £1000 per term)</p> <p>AWI</p> | Daily from September 2017 |

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| <p>All Subjects – all PP students making expected progress</p> | <p>Reducing class sizes</p> <p>PP led setting across curriculum</p> | <p>EEF Toolkit</p> | <p>Nurture groups in Maths and English for every year group. In year 7 Nurture groups are taught by highly qualified new member of staff with primary background – CRA (£7000 per term)</p> <p>Setting in all subjects at KS3 and in core subjects at KS4 to benefit PP students.</p> <p>Regular set changes in core and option subjects at KS4 and all subjects at KS3 according to performance to encourage aspiration and positive attitude to learning</p> | <p>ACR</p> <p>HODs/SLT Line managers</p> | <p>January 2018</p> <p>January 2018</p> |
| <p>To improve reading ability of all students to meet demands of the new GCSE reforms.</p> | <p>Whole school reading strategy to be developed across all key stages to encourage a love of reading and independent study. Targeted reading intervention for more vulnerable students including PP students.</p> | <p>EEF Toolkit</p> | <p>Experienced leader and practitioner in English Dept (KHU) to lead implementing and monitoring effect of reading strategy</p> <p>KS3 Readathon Staff Recommended Reads Siobhan Dowd Trust</p> | <p>KHU/KCL</p> <p>LOR/KCL</p> | <p>January 2018</p> <p>January 2018</p> |

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| PP students in Year 11 received targeted support and intervention to accelerate progress | Targeted intervention groups | EEF Toolkit/Sutton Trust | Attendance at revision sessions for PP students to be managed by KCL and SHA through liaising with parents and reward system. Core subjects to target PP students in Revision Classes/Small group work | KCL/SHA/HODs | November 2018 |
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Total budgeted cost £43000

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? |
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| Whole School Assessment System to deliver accurate data on PP students and their progress in relation to their peers | Review of Assessment System to include feedback from staff, students and parents - clarity on how to interpret data sent home at every data feed. Parent/Pupil/Staff survey | Communication with parents crucial to the academic progress of PP students | Using the 'Refocusing Assessment' discussion template and body of research, questionnaires targeting each focus group to be designed and sent out in July 2017. Results to be collated and distributed in September 2017 | KCL(Associate Assistant Head – English)/DCA(Associate Assistant Head – Maths) | Half termly from September 2017 |
| PP students' confidence and attitude to learning is improved | Named staff responsible for PP students cohort – to check in with and champion PP students in school to ensure they are over represented in opportunities for progress | A relatively small number of PP students in the school allows for the group to be overseen by two staff in the role of Lead Tutors for PP students. SHA and KCL are to ensure the needs of PP students are catered for through liaison with all interested parties. | SHA and KCL to provide reports on PP progress at every data feed and record all extra-curricular activity and all other opportunities for progress on PP student profiles. KCL and SHA to use PP profile proforma to mentor key students at each data feed discussing progress strengths and weaknesses | KCL/SHA KCL/SHA | Half termly from September 2017 January 2018 |

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| | | | Careers Programme subsidised with PP budget. Trip to NEC/Careers Day in school Year 7 and Year 8 students attend community pantomime reward trip | MHO SHA | July 2018 |
| Transition for PP students in Year 6-7 is smooth as possible/students make friends with peers and are familiar with school building and staff before September. | Themed fun activities led by experienced teaching staff over first week of the summer holiday. | Summer School has been running for several years and has had a positive impact on PP students settling in at St Peter's. | SHA to continue to co-ordinate and plan week with support form KCL. | | £3000 |
| Hardship Fund | | | Travel, music, uniform, school trips, resources, equipment | | £7000 |
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| Total budgeted cost | | | | | £50 000 |

6. Review of expenditure

Previous Academic Year

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 |
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| Close attainment gap between PP students and other students | PiXL partnership | <p>Gap has closed significantly when comparing 2016 to 2017. The overall progress 8 figure for PP students is 0.10 and for Non PP is 0.43 – this leaves a gap of -0.33. In comparison with 2016 the gap has closed +0.49.</p> <p>PiXL CPD and resources in English and Maths proved beneficial in supporting all students. Intervention strategies targeting PP students such as Walking Talking Mocks and small group tutoring improved attainment in PP students. Several leadership team staff involved in implementation of PiXL initiatives.</p> | <p>Collaboration with PiXL has been beneficial particularly in the first year of the new specifications. Continued collaboration in the form of walking talking mocks, sample papers, Personalised Check Lists etc will all continue along with any new strategies that have potential to impact on progress in a positive way.</p> | |
| | Embedding whole school marking policy LIPS and TIPs. | Literacy Co-ordinator appointed to implement whole school strategy to improve standard of marking and written feedback to students. | Strategy has proved to be successful. It will be a focus again in 2017-18 to ensure good practice is embedded fully in every subject area. | |

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| | <p>Whole School T&L focus on Stretch and challenge and independent learning</p> <p>Adoption of new approach to assessment</p> | <p>GCSE results 31% 7-9 in English and 33% 7-9 in maths demonstrates success in stretching most talented students to reach the top grades.</p> | <p>More work needs to be done in this area in order to build on these results. Whole school focus on Stretch and Challenge is a focus again for 2017-18</p> | |
| <p>Improve grades in English and English Literature for PP students – most able disadvantaged</p> | <p>Restructure of dept</p> | <p>Improvement in grades in English and English Literature due to restructure of department and implementation of collaborative planning and marking strategies.</p> | <p>Grades in English Language and Literature have improved including those for the most able disadvantaged students. Collaboration with PiXL along with new initiatives in reading, targeted revision sessions and small groups.</p> | |
| <p>ii. Targeted support</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

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| Underachieving students including PP students to drop an option subject and pick up extra tuition in English and Maths led by Head Of Department or experienced practitioner. | Intervention groups in Year 11 timetabled for core subjects KS4 Lead to mentor vulnerable individuals and oversee attendance to extra revision sessions | All PP students in Extra English and Maths to achieve their target grade in Maths and English | Grades for this target group in Maths and English improved significantly from Year 10 mock data. Approach to be used again targeting PP students for intervention with experienced practitioners in Maths, English, Science and MFL. | £10000 |
| Walking Talking Mocks targeting Most Able Disadvantaged | Data used to select key students | All PP students in English and maths WTM to achieve their target grade in Maths and English | Evidence shows that this was a highly successful strategy to be repeated with the next year 11 cohort | £20000 |
| 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 |
| | Summer School | Year 6 students arrive at school feeling more confident about environment, staff and peers. | Highly successful. Will repeat this academic year, sourcing and running activities in house to minimise spend. | £3000 |

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| | Hardship Fund | Travel, music, uniform, school trips, resources, equipment | Use of revision guides and other resources to be monitored once given out to assess impact on independent study and closing the gap. Financial support to be continued with follow up on how resources are used to best effect. | £7000 |
| | Education Welfare Officers Attendance Monitoring Strategies | To increase attendance figures for PP students | Some success in improving attendance in students who receive pupil premium funding. EWO work and regular monitoring of patterns of attendance by form tutors and lead tutors to continue to close the attendance gap between PP and Non PP students. | £15000 |

