

Pupil premium strategy statement (secondary)

1. Summary information					
School	St Peter's Catholic School				
Academic Year	2018/19	Total PP budget	£113,135	Date of most recent PP Review	April 2019
Total number of pupils	1257	Number of pupils eligible for PP	121	Date for next internal review of this strategy	July 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Basics 4+ English and Maths	74%	71.2%
% achieving Basics 5+ English and Maths	37%	TBC
Progress 8 score average	-0.44	0.11
Attainment 8 score average	44.23	49.8

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

In-school barriers

A.	High attaining pupils who are eligible for PP are making less progress in Ebacc and Open Element Subjects than other high attaining pupils in KS4
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils in KS3 which can hinder progress at KS4
C.	Pupils eligible for PP funding are not financially able, without help, to access educational trips and extra-curricular activities

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

D.	2017-2018 attendance rates for disadvantaged students are lower than attendance rates for other pupils.
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4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in Ebacc and Open Element Subjects at KS4	Pupils eligible for PP in KS4 make as much progress in EBACC and Open Element subjects 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 KS3	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 PP student attendance to extra-curricular activities and educational trips	Pupils identified as PP in all year groups engage in opportunities for increased cultural capital as much as non-disadvantaged pupils so that at 100% of all PP students attend/engage in at least one extra-curricular opportunity 2018-19
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 in all subjects	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. DCH 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 Period 6 on Monday given to depts to ensure Most Able Disadvantaged 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 and proformas) (Period 6 training September 2018)</p>	<p>DCH/NOC/KCL/SHA</p> <p>HODs/Lead Tutors/SLT Line Managers</p> <p>HODs/SLT Line Managers</p> <p>HOD</p> <p>DCH/NOC/SHA</p> <p>DCA</p>	<p>Data Feed 3 and Exam Data – July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Monitoring and Evaluation cycle from April-July</p> <p>July 2019</p> <p>Through half termly M&E 2018/19</p>
All PP students to meet their target grades with at least 50% to exceed their target grades.					

ii Targeted support					
<p>PP students in Year 11 receive targeted support and intervention to, increase confidence and accelerate progress</p>	<p>Targeted extra-curricula intervention groups in Maths, English, MFL, Science</p> <p>Whole school Year 11 revision sessions timetable across all subjects</p>	EEF Toolkit/Sutton Trust	<p>DCH to lead on Year 11 Revision. Attendance at revision sessions for PP students to be managed by HODs.</p> <p>All subjects to target PP students in Revision Classes/Intervention work</p>	<p>DCH/KCL/SHA/HODs</p>	<p>July 2019</p>
<p>Targeted reading intervention for more vulnerable students including PP students.</p>	<p>Targeted form time paired reading with KS3 and KS5</p>			<p>LPR</p>	<p>July 2019</p>
<p>All PP students to be given extra resources to encourage independent learning/revision skills.</p>	<p>All PP students prioritised for study guides/independent learning software in order to cope with demands of knowledge based curriculum</p>	EEF Toolkit/Sutton Trust	<p>Subject leaders to make extra resources available through Parent Pay. SHA to liaise with parents and students to ensure available resources are provided with instruction and guidance on how to get most out of them.</p>	<p>Subject Leaders and SHA/KCL</p>	<p>July 2019</p>

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.</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 SHA to liaise with AWI and Lead Tutors to monitor attendance of PP students weekly and half termly SHA and KCL to attend pastoral meetings and prioritise PP attendance on the agenda.</p>	<p>AWS/SHA/KCL</p> <p>AWS</p>	Daily from September 2018 (half termly reports)
90% of PP students making expected progress in all subjects	Reducing class sizes	EEF Toolkit	Nurture groups in Maths and English for every year group. In year 7 Nurture groups are taught by specialist member of staff with primary background – CRA	ACR	July 2019

	<p>PP led setting across curriculum</p> <p>Set changes occur regularly in response to assessment data and pastoral data</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>HODs/SLT Line managers</p>	<p>July 2019</p> <p>July 2019</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.</p>	<p>EEF Toolkit</p>	<p>Experienced leaders and practitioners in English Dept (LPR and KHU) to lead implementing and monitoring effect of reading strategy</p> <p>KS3 Readathon Staff Recommended Reads Siobhan Dowd Trust</p>	<p>KHU/LPR/KCL/NOC</p> <p>LWO</p>	<p>July 2019</p> <p>July 2019</p>
<p>All PP students to attend at least one extra-curricular/cultural opportunity</p>	<p>Opportunities to increase cultural capital improved by all departments. Trips and extra-curricular provision to be streamlined and made more accessible to staff</p>		<p>Departments to research, plan and facilitate extra-curricular activities to enhance and support students in their learning, confidence and autonomy in engaging with world outside classroom.</p>	<p>SCH and Subject leaders</p>	<p>July 2019</p>

All PP students' pathways at each transitional stage are signposted and plans in place for PP students as a priority.	Whole School Careers Strategy to have a dedicated PP strand providing extra support and prioritising resources to PP students.		Careers Programme subsidised with PP budget. Trip to NEC/Careers Days in school	MHO/SCH	July 2019
Costs					
Staffing:					£55325
PiXL:					£15000
Intervention					£15000
Targeted Resources to support learning:					£5000
Hardship Fund to support with uniform/equipment/extra-curricular					£20000
Summer Camp					£3000
Total budgeted cost					£113,135

Previous Academic Year			
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)
Close attainment gap between PP students and other students	PiXL partnership	The gap between disadvantaged students at St Peter's Catholic School and non-disadvantaged students nationally is -0.15. The gap between disadvantaged and non-disadvantaged students at St Peter's has closed from 0.42 in 2017 to 0.2 in 2018 with disadvantaged students making very slightly negative progress this year. In English the progress for disadvantaged students is +0.39, with only a -0.04 gap between them and their non-disadvantaged counterparts at St Peter's at +0.43 and a +0.28 gap between disadvantaged students at St Peter's School and all students nationally. In Maths the progress for disadvantaged students is +0.12, with only a -0.09 gap between them and their Non-disadvantaged counterparts at St Peter's at +0.43 and a +0.01 gap between disadvantaged students at St Peter's and all students nationally. In order to build on this in English and Maths and to improve progress in Ebacc and Open bucket elements.	Collaboration with PiXL has been beneficial particularly in the first year of the new specifications for English and Maths. Continued collaboration in the form of walking talking mocks, sample papers, Personalised Check Lists etc will all continue along with new strategies for Open bucket and EBACC subjects that have potential to impact on progress in a positive way.
	Embedding whole school marking policy LIPS and TIPS.	Whole school strategy to improve standard of marking and written feedback to students has been implemented. Departments have now submitted individual marking policies for review.	Strategy has proved to be successful. It will be a focus again in 2018-19 to ensure good practice is embedded fully in every subject area.

	Whole School T&L focus on Stretch and challenge and independent learning	GCSE results 33% 7-9 in English and 20% 7-9 in maths (all students) demonstrates success in stretching most talented students to reach the top grades.	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 2018-19
Improve grades in English and English Literature for PP students – most able disadvantaged	Restructure of dept	Improvement in grades in English and English Literature due to restructure of department and implementation of collaborative planning and marking strategies.	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.
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)

Underachieving students including PP students to be included in intervention sessions in Maths, English, Science and MFL	DCH/SLT/Subject leaders to mentor vulnerable individuals and oversee attendance to extra revision sessions	All PP students in Intervention Sessions to achieve their target grades	Grades for this target group in Maths and English improved significantly from Year 10 mock data, particularly PP extra intervention in Paper 2 English. Approach to be used again targeting PP students for intervention with experienced practitioners in Maths, English, Science and MFL.
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
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)
PP students achieve as good a start to Year 7 with confidence and friendships as their Non-PP peers	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.
PP students are able to access all resources in school in line with their Non-PP peers	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.

Gap in Attendance figures between PP and Non-PP students to close	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.
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Staffing:	£66985
PiXL:	£15000
Intervention	£15000
Targeted Resources to support learning:	£5000
Hardship Fund to support with uniform/equipment/extra-curricular	£20000
Summer Camp	£3000
Total budgeted cost	£124,985

