

Pupil premium strategy statement (secondary)

1. Summary information					
School	St Chad's Catholic and Church of England High School				
Academic Year	2018-19	Total PP budget	£308,928	Date of most recent PP Review	2014
Total number of pupils (yrs 7-11)	678	Number of pupils eligible for PP	343	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 Basics (outcomes 2018)	41%	Not yet available
% achieving 9-5 Basics (outcomes 2018)	14%	Not yet available
Progress 8 score average (outcomes 2018)	-1.10	Not yet available
Attainment 8 score average (outcomes 2018)	34.24	Not yet available

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

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

A.	Literacy
B.	Numeracy
C.	Resilience, aspirations and mindset
D.	Accessing the curriculum for some students

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

D.	Attendance rate for students eligible for PP in 2017-18 was 91% (below the target for all students of 95%). This reduces their school hours and causes them to fall behind on average.
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4. Desired outcomes *(desired outcomes and how they will be measured)*

	Success criteria
A.	Improved rates of progress from the start of yr 8 in English for students eligible for the Pupil Premium Outcomes in English at grades 9-4 in KS4 are at the national average in 2019

B.	Improved rates of progress from the start of yr 8 in maths for students eligible for the Pupil Premium	Outcomes in maths at grades 9-4 in KS4 are at the national average in 2019
C.	Improved behaviour for learning for students eligible for the Pupil Premium evident in learning walks and work scrutiny	Students eligible for the Pupil Premium are responding as well to teacher feedback in exercise books and assessment review lessons as non-Pupil Premium students
D.	Alternative Programmes developed for students eligible for the Pupil Premium	Students eligible for the Pupil Premium are accessing and responding positively to academic and peer mentoring. Students who are unable to access the full curriculum follow an alternative programme.
E.	Increased attendance rates for students eligible for the Pupil Premium	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 91% to 95%.

5. Planned expenditure					
Academic year		2018-19			
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?
Consistent approach to teaching, learning and assessment from all teachers	<p>TEEP training for new staff</p> <p>'Deep learning' training for all maths teachers</p> <p>Departmental and whole school SEF schedules</p> <p>CPD including Growth Mindset modules from The Key (INSET days and Thursday evenings) for all teachers.</p> <p>Work scrutiny with a focus on disadvantaged students in departments and by SLT</p> <p>QA of assessments by SLEs</p> <p>Teaching and Learning Peer review</p> <p>Pupil Voice</p>	Consistent high-quality teaching to all pupils improve outcomes, particularly in basics 9-4. SEF activities are planned in advance within departments to review progress on response to written feedback, the quality of teaching and learning and to ensure consistency. CPD sessions offer a combination of pedagogical knowledge and subject knowledge and involve both external contributors (The Key) and peer support.	<p>Evidence from the SEF activities shared with leadership team links.</p> <p>Review of SEF activities according to departmental needs and in discussion with leadership link.</p> <p>Analysis of pupil outcomes after each assessment week.</p> <p>RAG meetings</p> <p>Work scrutinies are completed half-termly and the findings are feedback to departments</p> <p>Monitoring of the action plan after the peer review</p>	HB/PM	Termly
Total budgeted cost					£155,483.00

i. 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 progress and attainment in English for students eligible for PP so that the gap diminishes	Academic mentor in English who will provide small group withdrawal, in-class support and one-to-one support.	The approach was adopted last year and there is evidence of impact across the key stages in the school's internal data.	Analysis of results after each assessment week and impact of intervention reports RAG Meetings Reports from co-ordinator/academic mentor at team meetings.	PM/GC	After each assessment point for the different year groups At the half-termly team meetings. At fortnightly meetings with the subject co-ordinator
Improved progress and attainment in maths for students eligible for PP so that the gap diminishes	Academic mentor in maths who will provide small group withdrawal, in-class support and one-to-one support.	The approach was adopted last year and there is evidence of impact across the key stages in the school's internal data. The work of the academic mentor in maths is directed by the QLA after each assessment and enables students to progress with specific topics.	Analysis of results after each assessment week and impact of intervention reports RAG Meetings Reports from co-ordinator/academic mentor at team meetings	PM/GHH	After each assessment point for the different year groups At the half-termly team meetings. At fortnightly meetings with the subject co-ordinator
An appropriate curriculum offer for the students who are unable to access the full curriculum.	Mentor for students on the Aspire programme and in the C pathway	The Aspire programme has a proven track record of success at the school with students able to access college courses at the end of year 11.	Analysis of results after each assessment week and impact of intervention reports RAG Meetings-reports from SEND co-ordinator.	SH	After each assessment point
Total budgeted cost					£75,503
ii. 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?
P8, average A8 score and basics 9-4 outcomes are improving for disadvantaged students and the gaps between PP and non-PP students are narrowing	PiXL Strategies	Approved PiXL strategies such as PLCs, WTM's and DTT have had a significant, positive impact on outcomes and gaps in several subject areas in the last two years (Geography, MFL, and English). The strategies need to be embedded in other subject areas.	Scrutiny of students' work will show clear evidence of these strategies in every classroom. CTLs will maintain an assessment file containing evidence of the PiXL strategies in action and these will be quality assured by leadership team links and SLT.	PM/HB	Termly following data entry/AW

	<p>Improved tracking of the progress of disadvantaged students leading to strategic interventions.</p>	<p>Use of APS ranking spreadsheets to measure progress towards targets and gaps by SLT and CTLs has enabled key students to be targeted as part of a “Make the Difference” group.</p>	<p>Targeting the ‘bottom 20%’ disadvantaged students for strategic intervention in each year group</p> <p>Track the ‘bottom 20%’ disadvantaged cohort across assessment windows to ensure the appropriate levels of support are in place for individuals.</p>	PM/DB	<p>After each assessment window at RAG meetings for each year group.</p>
<p>Ensure that mentoring and support for those students who are below the expected level of progression post assessment weeks is in place at all levels (form tutor, PPC, SLT, peer tutoring)</p>	<p>Academic mentoring</p> <p>Peer tutoring</p> <p>Ensure sophisticated and accurate data is used to identify the students for targeted mentoring by PPCs to include those at risk of persistent absence.</p> <p>Providing training for PPCs in the autumn term to enable them to monitor standards and ensure rigour.</p> <p>Support form tutors in leading challenging but supportive conversations with disadvantaged students regarding their academic progress.</p> <p>Directly oversee the support of ‘hard to reach’ disadvantaged students by assigning them to appropriate SLT mentors.</p>	<p>This strategy was implemented from January 2018 after assessment week 1 data and there were some notable improvements with individual students.</p> <p>Analysis of students’ performance by pastoral groups suggest that the strategy is having a variable impact. The quality of mentoring is subsequently judged as variable. Further training for pastoral teams and increased rigour in monitoring have been introduced</p>	<p>Form tutors will maintain records of the academic mentoring meetings with their tutees. These records will be available for scrutiny from PPCs. SLT will have the overview.</p> <p>Impact will be analysed after each assessment point</p>	PM	<p>Termly following data entry after each assessment point</p>

<p>Rapidly improve the attendance of disadvantaged pupils across the school from 91% to the national average of 95%</p>	<p>Review the current procedures of the attendance team in relation to disadvantaged students.</p> <p>Attendance team to monitor pupils' attendance and follow up quickly on any absences using the first day response provision.</p> <p>Attendance team to produce half-termly reports on the attendance of disadvantaged students in each year group and actions taken</p> <p>PPCs to mentor persistently absent disadvantaged students in their year group</p>	<p>Poor attendance is having a negative impact on the progress of students eligible for PP. Progress and attainment for these students will not improve if they are absent from school.</p>	<p>Attendance team to produce half-termly reports on the attendance of disadvantaged students in each year group and actions taken</p> <p>Same day calls for targeted students.</p> <p>Letters about attendance to parents / guardians.</p> <p>Mentoring records for PA students</p> <p>Work with the support lead on improving the attendance of disadvantaged students.</p>	<p>PM/DB</p>	<p>Half-termly</p>
<p>Intervention procedures are sharper, more timely and highly targeted at PPI students in need of extra support</p>	<p>A review of current intervention procedures is taking place with support from the designated lead</p>	<p>Intervention procedures, at present, are planned and delivered in departments and there is no overview of current practice.</p>	<p>Student voice has taken place on their preferred methods of intervention and which departments deliver it well.</p> <p>SLT will conduct a series of interviews with CTLs as part of the link programme.</p> <p>Walk through during tutor time and extra-curricular sessions will take place.</p>	<p>PM</p>	<p>External review will take place once assigned to a support lead.</p>
<p>Track disadvantaged pupils' attendance at extra-curricular activities</p>	<p>Track the attendance of disadvantaged students at extra-curricular</p>	<p>Disadvantaged students do not always take advantage of the opportunities on offer to them. The students will be</p>	<p>Analyse the termly report produced by the admin assistant.</p>		

including HW club, music tuition and choir, revision sessions, D of E and others	activities and involvement in opportunities offered across all subject areas. Work with CTLs to address barriers to attendance and ensure revision sessions are fit for purpose.	encouraged and supported to take part in the diverse number of activities on offer to ensure equality of opportunity and access to the activities.			
Total budgeted cost					£77,942

6. Review of expenditure				
Previous Academic Year		2017-18		
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
Consistent approach to teaching, learning and assessment from all teachers	TEEP training for new staff Departmental SEF schedules CPD on Thursday evenings	All new staff fully trained in TEEP and delivering lessons which are at least good. SEF schedules informed self-evaluation and identified areas for improvement (see folders of evidence) Full CPD programme implemented including strategies for improving the progress of disadvantaged students across the key stages Assessments in English, maths, history, MFL, geography biology and computing quality assured by SLEs	This will continue in 2018-19 with other departments having their assessments quality assured and a teaching and learning peer review.	£157,745
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 progress and attainment in English for students eligible for PP so that the gap diminishes	Academic mentor in English who will provide small group withdrawal, in-class support and one-to-one support.	The gaps are narrowing in yrs 7-9 based on assessment week 3 data (June 2018). There is still some work to do in yrs 10 and 11 as the gap is not narrowing.	This approach is working with the students who are engaging with the academic mentor so this will continue. Groups have been changed and the CTL will be changing the intervention programme in 2018-19.	£26,363
Improved progress and attainment in maths for students eligible for PP so that the gap diminishes	Academic mentor in maths who will provide small group withdrawal,	The gaps are narrowing in yrs 7-9 based on assessment week 3 data (June 2018). The gap is narrowing at grades 9-4 in yr 10 but not at 9-5.	This approach is working with the students who are engaging with the academic mentor so the programme for working in lessons will continue. The department will be changing its approach to revision sessions for yr 11 in 2018 -19 based on pupil voice and will be deploying the academic mentor to work with the disadvantaged students during these sessions	£21,113
An appropriate curriculum offer for the students who are unable to access the full curriculum.	Mentor for students on the Aspire programme	The 5 disadvantaged students on the Aspire course in yr 11 were able to access courses at the local college post 16. 4 students achieved 5 GCSE passes including English and maths. 1 student missed a maths exam so achieved 4 GCSE passes including English. Students on the Aspire programme in the other year groups are making good progress and are studying for a minimum of 7 GCSEs.	This is a successful programme which will continue.	£26,363
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
Outcomes for all students are at least at the national average as are the gaps between PP and non-PP students	PiXL Strategies	Outcomes are not yet at the national average but the PiXL strategies have been particularly successful in MFL, geography and social sciences. They have also led to an improvement in science results.	The PiXL strategies and processes will continue to be used in 2018-19.	£6,000

All form tutors are engaged in the academic progress of their tutees and can offer the appropriate support to achieve the above.	Academic mentoring	This strategy was only implemented from January 2018 after assessment week 1 data and there were some notable improvements with individual students.	This strategy will continue in 2018-19. The process needs to start earlier in the year and will therefore start in September 2018 with the AW3 data. Earlier identification of students to be mentored by PPCs and SLT.	£20,000
PP/MA students in need of support to meet their academic targets can receive targeted support from trained peer tutors	Peer Tutoring Programme	There was an improvement in the average A8 score, the maths A8 score, in the APS for science and in Basics 9-5 for the more-able disadvantaged students who fully embraced this programme. There were individual successes with other students.	This strategy will continue in 2018-19 as part of the academic mentoring programme	£7,202
Attendance	Attendance team to monitor pupils' attendance and follow up quickly on any absences. First day response provision. Attendance team meetings every morning. Half-termly attendance RAG meetings	Attendance of disadvantaged students has remained at 91% in 2017-18	The attendance meetings every morning flagged up the students who were absent on that day and ensured that they were followed up immediately. The half-termly attendance meetings did not take place as regularly as planned. There will be a review of the strategies and a change in the reporting of attendance and actions taken for disadvantaged students in 2018-19.	£74,000

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

