



Pupil Premium Plan 2018-2019

Introduction

The **Pupil Premium** was introduced in April 2011 to provide additional funding to support children who are disadvantaged. Interventions should have a positive, meaningful impact. We encourage eligible parents to register their child as eligible for Free School Meals so that the maximum Pupil Premium entitlement is correctly allocated. The Pupil Premium, funding for which is additional to main school funding, is a crucial way of addressing inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The **Service Child Premium** is a strand of Pupil Premium paid to school in respect of pupils whose parents are currently serving in the armed forces.

According to the Department for Education schools have the freedom to spend the funding as they see fit based upon their knowledge of pupil needs – *'Schools will decide how to use Pupil Premium as they are best placed to assess what additional provision be made for individual pupils.'*

St James' Catholic High School aims to be a school of opportunity and success for all pupils, including those who are in receipt of Pupil Premium. St James' pupils eligible for the Pupil Premium are initially identified before commencing their education at St James'. They are pupils from the following groups:

- Pupils who have been on Free School Meals at any time during the last six years (Ever 6) – as recorded in the January Census
- Children with a parent in the armed forces who are entitled to the service premium. The service premium is designed to support children with parents serving in the regular British armed forces. Pupils attract the premium if they meet the following criteria: One of their parents served in the regular armed forces in the last three years or one of their parents died whilst serving in the armed forces and the pupils is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pension Scheme (WPS)
- Children who have ceased to be looked after by the Local Authority (post LAC)

At St James' Catholic High School, we prioritise those pupils not making sufficient progress in line with benchmarks, in terms of allocating interventions. In addition, pupils from other vulnerable groups who are (relatively) underachieving may also receive additional support as considered appropriate.

The needs analysis for the Pupil Premium is an on-going process:

- Transition into the school
- Following the publication of school report data
- During Personal Education Plan meetings for 'Looked After Children' where appropriate
- As part of a review of any other plan or provision

Pupil premium strategy statement (secondary)

1. Summary information					
School	St James' Catholic High School				
Academic Year	2017-18	Total PP budget	£120,615	Date of most recent PP Review	2015
Total number of pupils	790	Number of pupils eligible for PP	144	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)	
Progress 8 score average			-0.44	Data to be added when released	
Attainment 8 score average			44.4		
3. Barriers to future attainment (for pupils eligible for PP) <u>Objectives for 2018-19</u>					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	To close the gap compared with national figures for GCSE results				
B.	To improve literacy skills of Disadvantaged Students				
C.	To reduce fixed term exclusions for Disadvantaged students				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	To improve attendance figures for Disadvantaged students, to be in line with national figures				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>					Success criteria
A.	To raise the achievement of Disadvantaged students, to close the gap in progress between disadvantaged and non-Disadvantaged to national figures				School PP figures will match national data.

B.	To maximise student progress of Disadvantaged students through more effective links between teaching, progress and pastoral provision. Gender gap to be a focus	Gap will continue to close in school
C.	To continue to improve whole school attendance and to minimise the gap in attendance between Disadvantaged and other students.	Disadvantaged attendance will be at or above national average
D.	Increase parental engagement through additional parent contact opportunities	Pupil premium parents/carers given individual invitations to attend parents evening or attend alternative meeting.
E.	Disadvantaged students will have opportunities to attend homework club and offered support by PP Champion.	Decrease in number of pupil premium homework behaviour logs

5. Planned expenditure for 2018-19					
Academic year		£113,135			
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 raise the achievement of Disadvantaged students, to close the gap in progress between disadvantaged and non-disadvantaged compared with national data	All teachers are aware of Disadvantaged students, Student books are marked first. Progress meetings regularly focus on Disadvantaged students with faculties providing action plans. Faculty line meetings and data analysis focus on Disadvantaged. Rigorous approach for all faculties with particular focus on English and maths	Quality first teaching gives most impact for progress	Lesson observations Line management meetings Data checks Quality assurance calendar	Deputy Headteacher AHT T and L with PP Champion. SLT	Ongoing /July 2019

Continued improved teaching and learning to close the gap	Quality assurance- lesson observations, seating plans and teacher planning. Work scrutiny focus on Disadvantaged. Research group to identify and disseminate techniques which enable improved performance of boys	Quality first teaching is key to Disadvantaged progress	Lesson observations Line management meetings Data checks and tracking	Deputy Headteacher AHT Teaching and Learning	Ongoing / July 2019
Total budgeted cost					Staffing £87,000

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?
To raise the achievement of Disadvantaged students, to close the gap in progress between disadvantaged and non-disadvantaged with school and in 2017/2018 to improve attainment of Disadvantaged Students	Quality First teaching English and Maths intervention for identified pupils	Sutton Trust + 5 months impact	Data checks Heads of faculty to be accountable for progress of PP. Line meetings will have PP as et agenda item.	Deputy Head teacher AHT T & L	Data checks
Study days	Improve meta-cognition and Growth Mindset Specific literacy study sessions	Sutton Trust + 8 months	Data checks Interviews with students	Deputy Headteacher AHT Teaching and Learning PP Champion	Data checks
Total budgeted cost					£26,000 (Tutor and partial maths TA, part English teacher (RM))

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 raise the attendance of Disadvantaged students	Targeted intervention by attendance officer and pastoral team Rewards and incentives. Meetings with parents /carers	Families require help and support in order to improve attendance Students' progress will improve if they attend school more regularly	Attendance meetings with pastoral team and outside agencies. Data checks Meetings with parents/carers regarding attendance and progress	AHT Pastoral Attendance officer	Fortnightly meetings with half termly reports
Homework assistance	Provision of laptops Homework club. Interviews	In order to support families laptops provided to help with homework in order to improve progress Students attend homework club in order to access resources and also to improve self-study skills	Data checks of homework logs. Students may require additional support	PP Champion	Every half term
Total budgeted cost					See above staffing costs. £8,000

6. Review of expenditure for 2017-18				
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
To raise the achievement of Disadvantaged students, to close the gap in progress between disadvantaged and non-disadvantaged with school and in 2017/2018 to improve attainment of Disadvantaged Students sufficiently so the school is nominated for the relevant pupil premium award	<ol style="list-style-type: none"> 1. Quality First Teaching 2. Targeted intervention. 3. Engagement with parents/carers 4. Study days 5. Trips subsidies 6. Stationary and resources 	<p>Measure Whole Cohort</p> <p>Attainment 8 44.4</p> <p>Progress 8 -0.44</p> <p>Grade 4 + in Eng and Maths 57.1%</p> <p>Grade 5 + in Eng and Maths 33.0%</p> <p>Grade 4 + in Maths 69.0%</p> <p>Grade 5+ in Maths 40.5%</p> <p>Grade 4 + in English 76.2%</p> <p>Grade 5+ in English 59.5%</p>	<p>Target remains part of the two year RAP target. Students have benefited from timetabling of maths and English lessons.</p> <p>Blocks of intervention is working better than sessions over period of time.</p> <p>Continue with Year 7 and 10 Disadvantaged interviews and add in Year 8 and 9 interviews.</p> <p>Bespoke study days to needs to our students have more impact than outside providers with literacy focus as preparation for new GCSEs.</p> <p>Continue to provide resources for food technology in order to encourage a life skill and healthy eating.</p> <p>Continue to develop other outreach methods with some families. Continue with rigorous analysis of data and more timely interventions by further developing line management agendas.</p>	<p>£87,000- staffing costs</p> <p>Intervention- £3,000</p> <p>£1,600- Study Days</p> <p>Meetings with parents- £600</p> <p>Trips subsidies- £5,000</p> <p>Stationary - £1000</p>

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
To maximise student progress of Disadvantaged students through more effective links between teaching, progress and pastoral provision and so close gaps.	Data is analysed and suitable intervention put in place quickly. English tutor and Maths TA provide 1 to 1 support. Year 11 gained time was used for intervention.	Measure Whole Cohort Attainment 8 44.4 Progress 8 -0.44 Grade 4 + in Eng and Maths 57.1% Grade 5 + in Eng and Maths 33.0% Grade 4 + in Maths 69.0% Grade 5+ in Maths 40.5% Grade 4 + in English 76.2% Grade 5+ in English 59.5%	All staff to make Disadvantaged students a priority, KS4 English and maths students to be identified if they require intervention and to receive intervention. HoF to quickly intervene with individual students. Greater focus needed on KS3 maths teaching and intervention. Use Maths TA in to maximise progress with intensive programmes of intervention. HoF and second in faculty to provide intervention. English HoF and second in faculty plus part-time member of staff to provide timely intervention.	Staffing and intervention as above
All Year 7 and 8 pupils are able to have free music lessons in order to widen their education and develop self esteem	Students are offered free music lessons	More PP students have opportunity to pursue musical pathway and widen their education. Some students will take practical music examinations.	Successful action and this will be maintained so students can continue to progress in the wider curriculum/cultural opportunity.	£5100

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
Improve meta-cognition and independent study skills.	Study days	Students are more able to study independently	Follow up sessions are required in assembly as well as individual meetings with Disadvantaged students. St James' staff now run these sessions rather than outside companies in order to be specific to our requirements. Students need to further develop a Growth Mindset.	£1600
To assist students with Revision	Revision Plans	Students are able to have guided revision in order to support those needing a framework	Revision plans have worked effectively over the past three years and the action will be maintained. Particular students will require additional support in order to check their use of revision plans. Staff to incorporate the Plans into lessons prior to GCSEs.	Additional photocopying £1500

7. Additional detail

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

	2017/18	2016/17	2015/16	2014/15	2013/14
Disadvantaged					
Cohort	136**	153**	138	134	128
% Attendance	90.3	92.3	91.9	92.6	93.0
% Persistent Absence	28.7*	21.6*	23.9*	8.6	6.2
Non - Disadvantaged					
Cohort	674**	671**	660	668	679
% Attendance	94.7	96.2	95.6	96.1	96.6
% Persistent Absence	9.6	5.4*	6.4*	2.0	1.3

* 2015/16 persistent absence changed to become >10% absence

** ever in cohort throughout academic year

