

# Pupil premium strategy statement – Review of 2018/2019

1. Summary information					
School	St Paul's Catholic College				
Academic Year	2018/19	Total PP budget	£145,242	Date of most recent PP Review	October 2019
Total Number of Pupils	960	Number of pupils eligible for PP	153	Date for next internal review of this strategy	N/A

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 4+ incl. EM (2017/2018) Standard Pass	70%	71%
% achieving 5+ incl. EM (2017/2018) Strong Pass	56%	50%
Progress 8 score average (from 2017/18)	0.44	0.13
Attainment 8 score average (from 2017/18)	48.76	49.96

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	36 of our PP students across years 7 to 11 are also SEN. The majority of these students struggle mostly with literacy; this is likely to impact upon their achievement in all GCSEs but particularly English.
<b>B.</b>	Proportions of pupil premium students not meeting expected literacy standards in year 9 on entry to the school are higher than that of other pupils (27%vs17% - GPVS, 41%vs.28% Reading). This is also the case for maths – 38%vs.22%. Students therefore may find it harder to make expected progress in year 9.
<b>C.</b>	The current year 11 have a large proportion of middle ability students receiving the pupil premium funding. Middle ability students nationally need extra support in achieving Grade 4/5 in Maths and English and so accessing further education.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	<b>Attendance</b> – about 45% of our PP students have a history of below 95% attendance. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Ensure that SEN students who are PP are making as much progress as students who are non pupil premium nationally.	Progress 8 score for Pupil Premium SEN students will be 0 which is in line with those who are non-pupil premium nationally.

		Progress 8 Score for PP SEND pupils is -0.11 vs non PP Progress 8 Score for SEND of 0.15. This is a gap between PP and non PP of 0.26. This is largely due to an outlier in a small cohort (Cohort Size 10). If this student's data were excluded VA would be 0.04.
<b>B.</b>	Raise achievement of year 9 students who are pupil premium and below expected standards on entry in English and Maths.	End of year 9 assessments will show that these students are narrowing the gap to those who did meet expected standards at KS2. Progress 8 Score for low ability PP pupils at the end of year 9 is 0.55 vs 0.8 for Non PP lower ability, The gap between PP and non PP is now only 0.25 vs 0.52 gap nationally. Starting points indicated this group had a gap close to national averages on entry.
<b>C.</b>	Raise Pupil Premium attendance so that it is line with national averages for all pupils (particularly FSM attendance).	Percentage attendance of pupil premium will rise to 95.0% Attendance for PP pupils was 95.4%
<b>D.</b>	Raise the achievement of Pupil Premium students in English and Maths via suitable targeted intervention.	Progress 8 scores for Pupil premium students to be above national expectations for non-pupil premium students. Progress 8 Score for all pupils is 0.02. Expectations well above national progress for PP students.

## 5. Planned expenditure

Academic year

2017/2018

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?
Ensure that SEN students who are PP are making as much progress as students who are non pupil premium nationally.	<ul style="list-style-type: none"> <li>• Student Passports to ensure that staff are fully aware of how to support these students in lessons.</li> <li>• SEN briefings each week on individual students who are not making expected progress with strategies to tackle further.</li> <li>• Additional maths and English lessons for targeted students – reduced curriculum.</li> <li>• Homework clubs targeted at those who need support.</li> </ul>	To ensure that the quality of teaching and learning for all SEN students is consistently good or outstanding.	Learning Walks and lesson observations. Tracking pupil achievement data half termly	D Wood	Sept 2019
Raise Pupil Premium attendance so that it is line with national averages for all pupils.	<ul style="list-style-type: none"> <li>• One to one mentoring in school from councillor and youth workers.</li> <li>• EWO employed for 2 further days per week to tackle absence.</li> <li>• Breakfast club.</li> <li>• Ensure there are no practical barriers that dissuade students from coming to school such as ingredients for food lessons etc...</li> <li>• Ensure PP students are fairly represented within reward initiatives and praised for good attendance.</li> <li>• Engagement with hard to reach parents.</li> </ul>	When we ensure that students are well looked after and know that staff care/support them, they are more likely to attend school. Rigorous follow up from absence and communication with parents to avoid it again are essential to tackling pupil absence.	Attendance tracking sheets. Half termly data pulls to ensure that Disadvantaged attendance is above 95%. HOYs are held to account via LT.	L Davies	Jan 2019
<b>Total budgeted cost</b>					£77,235

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise achievement of year 9 students who are pupil premium and below expected standards on entry in English and Maths.	<ul style="list-style-type: none"> <li>• Additional maths and English lessons for targeted students – reduced curriculum.</li> <li>• Homework clubs targeted at those who need support.</li> <li>• Whole staff approach to removing barriers to learning for those students who are</li> </ul>	Nurture lessons have historically shown a significant impact on students performance at GCSE. Carrying this through into year 7/8 and 9 with qualified teachers taking these sessions will lead to improved outcomes earlier. All staff need to be aware of how they can ensure they support these students on a day to day basis in the classroom to work alongside these extra lessons and homework clubs.	Half Termly reporting of progress is monitored to ensure that we are on track to meet our goals. Learning walks and lesson observations ensure the extra time is used effectively and that in all other lessons disadvantaged students are making good progress. Attendance at homework clubs is monitored and HOYs work to ensure that those who need to attend take advantage of this support.	J watkins	Jan 2019
Raise the achievement of middle ability year 11 students in English and Maths via suitable targeted intervention.	<ul style="list-style-type: none"> <li>• Additional small group intervention lessons held outside of school day.</li> <li>• Mentoring from senior staff and via pastoral structure.</li> <li>• Other after school clubs.</li> <li>• Smaller group sizes in English and Maths in KS4.</li> <li>• Whole staff approach to removing barriers to learning for those students who are disadvantaged.</li> <li>• Educational trips.</li> <li>• Revision books and resources given to pupil premium students.</li> </ul>	Small group intervention has historically significantly raised achievement at GCSE. Ensuring that the pupil premium students who need to attend are targeted for this support will result in the same outcomes for them. Mentoring ensures that staff have responsibility for the bigger picture for each individual child. Staff can motivate and guide these students to ensuring that they keep on track to achieve. Mentoring will also ensure that the students know best how to prepare for exams outside of school.	Regular assessment and review of the effectiveness of the small group intervention.	Tony Smith	March 2020
<b>Total budgeted cost</b>					£42,000
<b>iii. Other approaches</b>					

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?
Staff to be trained in how to support pupil premium students generally across the school.	<ul style="list-style-type: none"> <li>External and internal CPD.</li> </ul>	Ensure our staff are able to close gaps between disadvantaged and non-disadvantaged students within a pastoral and academic role.	Track overall progress measures for pupil premium students.	A Walsh	Summer 2019
No student to have a financial barrier to being fully equipped/ resourced for full engagement in school life.					
<b>Total budgeted cost</b>					£25,000

## 6. Additional detail

Final Outcomes for PP 2018/2019		
	<i>Pupils <u>eligible for PP</u> (your school) 2018/2019</i>	<i>Pupils <u>not eligible for PP</u> (national average) 2017/2018</i>
<b>% achieving 4+ incl. EM (2018/2019) Standard Pass</b>	<b>72%</b>	<b>71%</b> <b>(Pupil Premium National Average is 44.3%)</b>
<b>% achieving 5+ incl. EM (2018/2019) Strong Pass</b>	<b>36%</b>	<b>50%</b> <b>(Pupil Premium National Average is 24.5%)</b>
<b>Progress 8 score average (from 2018/19)</b>	<b>0.02</b>	<b>0.13</b> <b>(Pupil Premium National Average is -0.39)</b>
<b>Attainment 8 score average (from 2018/19)</b>	<b>40.84</b>	<b>49.96</b> <b>(Pupil Premium National Average is 37.00)</b>