

# Pupil premium strategy statement (secondary)

1. Summary information					
School	St Chad's Catholic and Church of England High School				
Academic Year	2017-18	Total PP budget	£338,786	Date of most recent PP Review	2014
Total number of pupils (yrs 7-11)	747	Number of pupils eligible for PP	336	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 Basics (outcomes 2017)	45%	Not yet available
% achieving 9-5 Basics (outcomes 2017)	13%	Not yet available
Progress 8 score average (outcomes 2017)	-0.92	Not yet available
Attainment 8 score average (outcomes 2017)	35.97	Not yet available

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
A.	Literacy	
B.	Numeracy	
C.	Independent learning	
D.	Accessing the curriculum for some students	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance rate for students eligible for PP is 91.4% (below the target for all students of 95%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		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 9-5 in KS4 are at the national average in 2018

<b>B.</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 9-5 in KS4 are at the national average in 2018
<b>C.</b>	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
<b>D.</b>	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.
<b>E.</b>	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 91.4% to 95%.

**5. Planned expenditure**

**Academic year**                      **2017-18**

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**

<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>
Consistent approach to teaching, learning and assessment from all teachers	TEEP training for new staff Departmental SEF schedules CPD on Thursday evenings	Consistent high-quality teaching to all pupils improve outcomes, particularly in basics 9-5. 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.	Evidence from the SEF activities shared with leadership team links. Review of SEF activities according to departmental needs and in discussion with leadership link. Analysis of pupil outcomes after each assessment week. RAG meetings	HB/PM	Termly

**Total budgeted cost**      £157,745.00

**ii. Targeted support**

<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>
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 (November, February and May) At the half-termly team meetings.

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 (November, February and May) At the half-termly team meetings.
An appropriate curriculum offer for the students who are unable to access the full curriculum.	Mentor for students on the Aspire programme	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.	JEN/MME	After each assessment point (November, February and May)

**Total budgeted cost** £73,839

### iii. Other approaches

<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>
Outcomes for all students are at least at the national average as are the gaps between PP and non-PP students	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, History and English). A school-wide adoption of these strategies will have the same galvanising effect on outcomes in other subject areas. PM and DB have attended PiXL Main Meetings and subject conferences and have adapted the strategies from these meetings to have the maximum impact at St Chad's.	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
All form tutors are engaged in the academic progress of their tutees and can offer the appropriate support to achieve the above.	Academic mentoring	SLT for progress has visited two schools in the last year that have developed successful academic mentoring programmes that have effectively challenged under-performance at all levels but particularly with disadvantaged	Form tutors will maintain records of the academic mentoring meetings with their tutees. These records will be available for scrutiny from PPCs, SPPCs and SLT.	PM/SPPCs	Termly following data entry/AW

		students. The models observed have plus and minus aspects and the best practice has been adopted to suit the students at St Chad's.	Students who do not engage in the process will be mentored by PPCs, SPPCs and SLT who will keep records of their meetings. These records will be held by SLT for progress (PM)		
PP students in need of support to meet their academic targets can receive targeted support from trained peer tutors	Peer Tutoring Programme	Sutton Trust/EEF have identified Peer Tutoring as an effective, low-cost strategy for diminishing the difference. Other schools have utilised More Able and Sixth form students time and expertise to deliver an effective support programme. We intend to adapt this model to best support our students.	Head of Sixth form, Sixth Form Support Manager and academic mentors for English and Maths will oversee the running of the programme from the Peer Tutors side. Tutors, PPCs and SPPCs will make referrals for students who are in need of support. Records of referrals as well as impact reports will be compiled after each AW by SPPCs and PPCs who will feed back to RAG meetings. SLT for progress will compile an overall impact report.	PM/SC	Termly following data entry/AW
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	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.	Attendance team will track and monitor attendance of students eligible for the PP and discuss individual students in the morning meetings. Same day calls about progress for target students. Attendance and progress of key groups discussed half-termly at RAG meeting. Letters about attendance to parents / guardians. Involvement of the EWO as appropriate	SH	Half-termly at the RAG meetings
<b>Total budgeted cost</b>					<b>£107,202</b>

6. Review of expenditure				
Previous Academic Year		2016-17		
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. Full CPD programme implemented including action research in book groups, strategies for improving the progress of disadvantaged students and growth mindset.	This will continue in 2017-18	£90,809
Improved attainment and progress in English, maths and science.	Extra staffing in the core subjects to facilitate smaller classes across the key stages. Academic Mentors in English, maths and science	46% of disadvantaged students achieved the basics measure at grades 9-4. 66% of disadvantaged students in yr 11 achieved grades 9-4 in English and 52% achieved grades 9-4 in maths Progress 8 data for yr 11 shows that the disadvantaged students did not make the expected progress in yr 11 as the changes made did not have enough time to have an impact on this year's outcomes. There have been recent improvements in reducing the variation in the progress of disadvantaged students in the other year groups and this was recognised in the 2017 OFSTED report.	We are not going to continue with the extra staffing in core subjects. There will be a focus on waved intervention and the use of PiXL strategies in 2017-18 in all subject areas. We will continue with the academic mentoring In English and maths as there is clear evidence that their work is having an impact on outcomes. The structure was changed in science at the of the year to teachers in charge of specific subjects within the science faculty.	£177,356

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved progress of disadvantaged pupils in English, maths and	Academic mentors	See above	See above	Absorbed above
An appropriate curriculum offer for the students who are unable to access the full curriculum.	2 learning mentors assigned to the Aspire course in KS4	The 7 disadvantaged students on the Aspire course in yr 11 were able to access courses at the local college and all students achieved 5 GCSE passes including English and maths, bar one who was absent for the RE exam, and passed the ASDAN elements of the course. 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 with different staff.	£49,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attendance and behaviour of disaffected disadvantaged students	Small group 6 week programmes run by two experienced learning mentors	This did not have the desired outcome and was only effective with one or two students. One of the learning mentors left during the year and was not replaced which meant that it was difficult to run the groups and track their impact.	This is a strategy which will not be continued.	£7,000
Improved attainment and progress in Ebacc subjects	Use of the PiXL strategies such as Walking Talking Mock, question by question analysis and personalised learning checklists.	Improved outcomes for all pupils in all Ebacc subjects except science. It was particularly successful in geography and MFL.	The PiXL strategies and processes will be rolled out to all departments in 2017-18	£6,000

## 7. Additional detail

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



