**St. Gregory’s Catholic High School**

**Pupil Premium**

**Strategic Action Plan 2018-19**

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| 1. **Summary of Information**
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| **School**: St. Gregory’s Catholic High School |
| **Academic Year:** 2018/19 | **Total PP Budget**: £113830 | **Date of most recent PP Review:** 9.1.2018 |
| **NOR:** 988 | **No. of pupils eligible for PP**: 148(15%) | **Date for next internal review:** January 2019 |
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|   | **English Point Scores** | **English Target Point Scores** | **Maths Point Scores** | **Maths Target Point Scores** |
|   | **PP** | **Non-PP** | **PP** | **Non-PP** | **PP** | **Non-PP** | **PP** | **Non-PP** |
| **Year 7** | AWAITING FIRST DATA COLLECTION |
| **Year8** | **4.43** | **5.36** | **4.87** | **5.47** | **4.79** | **5.68** | **4.39** | **5.14** |
| **Year 9** | **3.94** | **5.04** | **4.88** | **5.44** | **4.21** | **5.24** | **4.55** | **5.02** |
| **Year 10** | **4.95** | **5.59** | **4.76** | **4.8** | **4.15** | **5.19** | **4.8** | **4.76** |
| **Year 11** | **3.7** | **4.64** | **4.65** | **5.43** | **2.8** | **4.11** | **4.25** | **5.1** |

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|  | **All Subjects Point Scores** |
|  | **HAPP** | **HA NON-PP** | **MAPP** | **MA NON-PP** | **LAPP** | **LA NON\_PP** |
| **Year 7** | **AWAITING FIRST DATA COLLECTION** |
| **Year8** | **5.72** | **6.77** | **4.94** | **5.48** | **4.05** | **4.23** |
| **Year 9** | **5.65** | **6.21** | **4.89** | **5.28** | **3.74** | **3.89** |
| **Year 10** | **5.85** | **6.29** | **5.27** | **5.53** | **3.73** | **4.71** |
| **Year 11** | **5.07** | **5.39** | **3.82** | **4.36** | **2.56** | **3.03** |

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|  | **All Subjects Target Point Scores** |
|  | **HAPP** | **HA NON-PP** | **MAPP** | **MA NON-PP** | **LAPP** | **LA NON\_PP** |
| **Year 7** | **AWAITING FIRST DATA COLLECTION** |
| **Year8** | **5.86** | **6.53** | **4.5** | **4.74** | **3.27** | **3.49** |
| **Year 9** | **6.43** | **6.37** | **4.98** | **4.82** | **3.49** | **3.27** |
| **Year 10** | **6.68** | **6.16** | **4.41** | **4.67** | **3.38** | **3.35** |
| **Year 11** | **6.05** | **6.24** | **4.5** | **4.78** | **3.16** | **3.39** |

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| 1. **Barriers to future Progress (for pupils eligible for PP)**
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| **In-school barriers** |
| **A** | In 2015 the PP P8 score was -0.36. However, in 2016 there was a significant difference between the progress of disadvantaged pupils compared with other pupils and the Progress 8 score was – 0.82. In 2017 the gap was significantly closed to -0.13. Two Pupil Premium pupils did not complete GCSE courses, resulting in a 2017 progress 8 score of 0.00 for PP students entered for examinations. In 2018 the Disadvantaged progress 8 score was -1.05. 4 of these pupils were not educated at St Gregory’s, this would be reflected in a P8 score -0.85. The overall score for disadvantaged pupils who were educated at St Gregory’s for all their GCSE courses is -0.62. |
| **B** | Disproportionate number of PP pupils referred for internal exclusion, in 2015-6 it was 33.5%, reducing slightly to 32.5% in 2016-17 despite being only 13% of the cohort. In 2017 the number of internal exclusions for disadvantaged pupils reduced to 22%. |
| **C** | Application of the new school marking policy requires consistent application across the school in order to enable pupils to make rapid gains in the next steps of their learning |
| **D** | Differentiation to challenge and extend the learning of H,M and L band disadvantaged pupils. |
| **External Barriers** |
| **E** | Attendance rates for pupils eligible for PP has significantly improved in recent years, but is still below the target for all children. PP attendance increased from 89% in 2014/15 to 92% in 2015/16 to 94% in 2016/17 Non-PP attendance was 95% over the same period. IN 2017-18 PP attendance has improved to 93% but there is still a gap 3% with non PP pupils. |

|  | **Pupil Premium Strategy 2017-18** | **Impact** | **Costing** | **Funding to be allocated 2018-19** |
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| 1.1 | Attendance SLA | Improved attendance figures for disadvantaged pupils to 93%, reducing the gap with non PP pupils to 3% | £3,500 | Yes |
| 1.2 | Careers Guidance | One to one and whole group support, also advising families. Provided impartial CIAG to pupils and families and ensuring the pupils at risk remains negligible. Only one pupil remained NEET at the end of 2018. That pupil was dual registered but has never been educated at SGCHS | £5,215 | Yes |
| 1.3 | Literacy Coordinator (Initiatives such as 'Small Group Reading') |

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| Ensuring that barriers to literacy and therefore access to the curriculum is improved at every year group (see literacy plan). KS3 data shows pupil to be reaching aspirational targets  |

 | £4,500 | Yes via Catch up funding |
| 1.4 | SISRA for Academic Analysis of Vulnerable Groups | Detailed and accurate analysis facilitating the ability to provide bespoke interventions and support and challenge. All teachers able to confidently analyse data | £1,194 | Yes |
| 1.5 | Alternative Provision | Provision of curriculum to PP pupils who are educated offsite. Including close monitoring and regular communication with external providers to ensure provision meets needs. Family support and co-ordination of the offsite provision praised in external review and by Ofsted | £8,000 | No |
| 1.6 |  SLE Support for Departments | Department support for all depts via 4 internal SLEs with focus on closing the PP gap as part of the whole department review process. | £1,200 | Yes |
| 1.7 | Literacy Assistant (Working with key students 1:1) | Additional hours of Library Assistant time to support literacy programmes working with small groups of PP students across year groups, impact demonstrated with increased access to the curriculum | £19,000 | Yes |
| 1.8 | Faculty Bids | Use of PP funding to purchase additional resources and facilities to improve PP progress. Further departmental support and intervention is implemented from Y7 and spend tracked by pupil | £20,000 | Yes |
| 1.9 | School Comms | Providing 2 way communication with parents and families via text and email, also ensured the smooth running and deployment of PP intervention in holidays and before and after school | £2,587 | Yes |
| 2.0 | SLT Pupil Premium Lead and outcomes | Deputy Headteacher with responsibility for closing the gap in PP achievement, leading on CPD and strategies. PP progress is -0.31 across 2 year period for pupils who have been taught GCSE courses at St Gregory’s Catholic High School. | £7,000 | Yes |
| 2.1 | SLT lead for Monitoring of Progress Data | Additional capacity on SLT to analyse data and support leaders at all levels in the analysis and subsequent interventions leading to improved progress in each year groups | £5,000 | Yes |
| 2.2 | General Pupil Welfare e.g. Uniform | Improving attendance and pupil welfare | £500 | Yes within faculty bids |
| 2.3 | Pupil Premium Support Manager/Parent Liaison | Ensured PP pupils and families suffering difficult circumstances were well supported and had access to additional services. Improved attendance and attainment /progress | £9,650 | Yes |
| 2.4 | External CPD provider with specific focus | Student Voice activities and bespoke training for whole staff on ‘Raising Achievement of PP and Boys’ impact demonstrated in significantly improved P8 score | £600 | No |
| 2.5 |  CPOMS | Communication tool to manage safeguarding and pastoral concerns and actions for vulnerable pupils; impact of which is measured on a weekly basis. | £2,587 | Yes |
| 2.6 |  Expert teachers to accelerate progress | Progress intervention groups across the curriculum | £13,500 | Yes |
| 2.7 |  Weekend / holiday Intervention | Bespoke small group interventions to engage and improve attainment and progress | £687 | No |
|   | **Total Expenditure** |  | **£104,720** |  |
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| 1. **Planned expenditure 2018/19**
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| 1. **Quality of teaching for all PP Pupils**
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| **Outcome** | **Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff** | **Date for Review** | **Ref No. £** |
| 1) Ensuring that the school’s marking policy is consistently applied so that all pupils receive high quality feedback. | Disadvantaged pupils are a priority focus for all Departments. Departments where disadvantaged pupils perform in line with or better than their non-disadvantaged peers, will share their good practice and effective strategies. Deployment of 4 internal SLEs to develop practice across all departments and colleagues. Departmental reviews and SLT and ML work scrutiny to highlight and share best practice and develop strategies where necessary. External SLE support and challenge is also implemented in Maths and English | EEF toolkit suggests that one of the most cost effective ways of improving progress across the curriculum is through thorough, regular formative feedback. This will benefit all pupils in every year group | * Work scrutiny for SLT and HODs calendared points
* Departmental monitoring records
* Pupil Voice
* Parent Voice
* All departments are developing their Pupil Premium Promise to address any gaps in the curriculum / provision.
* New school calendar provides a regular cycle of monitoring and evaluation of the effectiveness of marking and feedback in in books and lesson observations.
* Core depts. have a nominated experienced teacher to track PP progress and intervention
* PP progress is a standing agenda item on all links, and departmental meetings
 | HOD’sSLTPPMsSLEs | March 2019 | 1.31.51.61.92.02.4 |
| 2) Use of differentiation to challenge and extend the learning of all disadvantaged pupils | Identifying pupils in terms of low/mid/high ability in lesson plans and seating plans to ensure personalised provision. Developing questioning techniques in lessons to promote higher order thinking. Developing resources so that pupils do not find work too easy or complete it too quickly. Most Able co-ordinator will focus on provision for PP HAPs to ensure that any previous disadvantage is eradicated.Including more opportunities for collaborative learning and challenges and supports pupils. Internal SLEs will support all colleagues in the development of questioning and quality of learning. External SLEs will support Maths and English in assessment and tier of entry.Bespoke interventions to meet needs of all Disadvantaged pupils through early intervention programme which is differentiated by ability. A curriculum review is underway to measure the intent and implementation of faculty curriculum to minimise cumulative dysfluency and maximise vocabulary and sequencing for progress. | Ensure consistency of good practice across the whole curriculum, by identifying successful strategies and using Middle Leaders’ meetings to share and discuss. Departments who have developed successful strategies to be paired with those that do not.  | * Lesson observations
* Performance Management cycle
* Departmental Monitoring Records
* Pupil Voice
* Work scrutiny
* Half termly Departmental reviews
* Ensuring that the demands of the new GCSE specifications are embedded on schemes of work and learning activities from Y7-11
* Core depts. Have a nominated experienced teacher to track PP progress and intervention
* Whole school INSET to focus whole school and departmental priorities and subsequent CPD
 | HOD’sSLTSLEsAll staff | Dec 18 | 1.31.41.51.61.92.02.32.52.6 |
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| **Outcome** | **Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff** | **Date for Review** |  |
| 3) Improve Y6 to Y7 curriculum and pastoral transition. | Primary Visits to improve continuity and academic and pastoral transition.Early intervention programmeY5/6 Discovery daysY7 pupil voice to identify successful strategies used at Primary school and those which can be sustained in secondary school.Literacy and Numeracy leads to work with primaries to build on prior learning and transition strategiesTeachers from across the curriculum to provide support and smooth transition with Y5 and 6 lessonsDeputy PPM for Y7 to provide additional support and intervention for the additional number of disadvantaged pupils in Y7 | English and Maths progress tests at KS3 enable staff to have a more refined focus on the skills needed to improve. Personal profiles on pupils will allow for a more tailored approach both pastorally and academically.A more bespoke catch up plan for pupils who receive additional literacy and numeracy support | * Closer monitoring of Y7 data.
* Rapid intervention after first data collection and CATS tests to be analysed in conjunction with SATs data.
* Additional PP interviews via LT and CP to identify where earlier intervention strategies are needed
* Use the Y7 form tutors evening to highlight early under achievement.
* PP transition focus in the summer term with visits to feeder primaries to be arranged.
* Literacy and Numeracy leads to provide strategic support to class teachers to provide smooth transition and additional support to PP pupils who have identified numeracy and literacy needs
 | NMcLKSLTCPLHSHRM/EAY7FT’sWDKP | Nov 18March 19 | 1.41.51.62.12.22.62.72.82.9 |
| 4) Improving literacy and numeracy skills in Y7 and Y8. | Use of literacy tool kit in all lessons.Focus on improving SP&G in light of new GCSE specifications.One to one/Small group tuition to be provided as required.Phonics embedded in Y7 scheme of workPaired reading and numeracy programme.Literacy marking in booksStandardised numeracy methods to be used in all subjects.Use of SUMDOG and Literacy Planet and Accelerated Reader to build skills and track progress | Improving numeracy literacy across the curriculum and the use of phonics is proven to be highly effective at improving the attainment of all PP pupils. (See EEF toolkit) | * Regular monitoring of those pupils who have weak literacy skills.
* Ensuring that literacy marking is a whole school focus.
* Literacy initiatives such as ‘Small Group Reading’ and ‘Reading Between the Lines’.
* Accelerated Reader, to be used in Y7 and 8
* See Whole School Literacy and numeracy Development Plan.
 | LHSHPPM’sSLT | April ‘19July ‘19 | 1.51.72.9 |
| 5) Ensuring the needs of disadvantaged pupils in the designated provision is adequately met. | Integrating pupils into mainstream lessons as appropriate, with targeted support.Additional opportunities to foster independent learning and life skills via extra-curricular activities that facilitate enhanced social interaction | Pupils in the DP to improve progress in English and Maths. Majority of lessons are integrated in mainstream school, with bespoke support timetabled for the DPSee DP Development Plan. | * Effective use of TA provision, working together with teaching staff.
* Use of bespoke pupil profiles to provide information for all staff, to give a tailored, bespoke approach using EEF strategies.
 | MFAHTA’s | March ‘19 | 1.31.41.51.62.1 |
| 1. Careers guidance for Years 8-11
 | Targeted support and aspirational careers guidance starting in Year 8, ahead of curriculum choices in year 9 and preparation for Post 16 | To ensure that disadvantaged pupils are fully supported in decision making with access to aspirational choices post 16 | * Effective use of Young peoples’ services and one to one support
 | JMcL | March 2019 | 1.2 |
| 1. **Other approaches**
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| **Outcome** | **Action/Approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff** | **Date for Review** | **Ref. No(£)** |
| 7) School attendance figures for disadvantaged pupils to be at the same level as their non-disadvantaged peers. | Rapid communicationFirst day responseMeetings for PA’sRegular follow ups.Use of link Governor responsible for Pastoral support will ensure that leaders and staff are challenged.Maintain the rising trends of disadvantaged pupils’ attendance to eliminate the 3% gap.Implement early interventions and support via the FSW and Mental Health and wellbeing officer | Whilst there has been a significant improvement in the attendance of disadvantaged pupils, their attendance is still between 3% lower than their non-disadvantaged peers in most year groups. Disadvantaged pupils’ attendance has increased since 2014/15 but there remains a 3% gap between disadvantaged pupils and their peers. | * Ensure that processes are working efficiently. Attendance to be standard agenda item at Pastoral meetings. Attendance pyramid to be sent home with other correspondence.
* Tracking of attendance at parents’ evenings, Family SEAL and other events.
* Alternative provision monitoring and evaluation.
* Rewards for attendance to be strategically used
 | PPM’sPSM’sABRHRKPHMcSAll FTs | Dec ‘18April ‘19July ‘19 | 1.11.21.32.12.8 |
| 8) Reduce the number of internal exclusions for disadvantaged pupils. | Using internal/external mentors at KS3 and 4 to promote positive behaviour for learning and minimising the need for internal exclusions. Pastoral team to monitor behavioural issues on SIMs Behaviour Management and implement early interventions including family and mental health to minimise resultant internal exclusions.Expert teachers used to help pupils who are struggling and accelerate progress and engagement CPOMs used to track welfare issues and ensure support and communication is shared with appropriate staff. All Year 11 disadvantaged pupils have a key worker to discuss progress and solutions to barriers to learning. | School data shows a disproportionate number of disadvantaged pupils being referred to the Columba Room.EEF toolkit states that effective behaviour management in lessons will improve the progress of all.33.5% of referrals in 2015/16, 32.5% in 2016/17, 22% 2017/18 were disadvantaged students. | * Monitoring of Columba Room Data.
* Use of Sims Behaviour Mgt and the Rewards system to praise and promote positive behaviour for learning.
* Regular communication between mentors, PPM’s and parents.
* Use of PPM/SLT reports.
* Use of departmental progress reports.
* Whole school monitoring and emphasis on low level disruption in lessons.
 | PPM’sPSM’sSLTLMRHR | Dec ‘18April ‘19July ‘19 | 1.11.21.41.82.12.21.62.12.22.3 |
| 9) To develop a regular forum for Pupil and Parent Voice. | Regular pupil voice sessions to gauge the impact of intervention on pupils. Sessions will be used to understand what pupils want from their education at St. Gregory’s, what works well and what does not. Parent SEAL evenings to improve communication and working together strategies with tangible rewards for pupils meeting targets.Pupil voice to be used to encourage more disadvantaged pupils to become involved in the student leadership of the school, enhancing their academic and social learning. | Pupils and parents raise issues enabling school to provide a rapid response to concerns or queries | * Act upon the information gathered from Pupil Voice.
* PP Passports
* What can parents do to support their child?
* Parents Information Evening.
* SEAL Evenings
 | PPM’sDep PPMPSMKPWDAll FTs | Feb ‘19 | 1.42.7 |
| 10) Use of funding at faculty and pastoral level in order to remove barriers to learning and provide enrichment activities to further their learning beyond the classroom. | Staff training on effective strategies for using PP funding.School priorities outlined in detailed case studies and specific examples provided.Staff to monitor and provide opportunities to engage disadvantaged pupils | Providing pupils with resources to remove all barriers, academic and social, to learning in lessons. Providing pupils with opportunities for enrichment activities such as Theatre trips, field trips, music lessons etc. which are also of educational value and enrich the learning experience. | * Encouraging departments to be more imaginative in their use of the PP budget in terms of high impact, low cost strategies.
* Staff to be referred to the EEF toolkit for guidance.
* Ensuring that departments are using the information from data collections to quickly highlight under achievement.
* PP news bulletin
 | HOD’sPPM’s | Dec’18April 18July ‘18 | 1.4 |
| 11) Commission an external review of Pupil Premium | Commission a review by a NLE to review strategies | As a self-improving school, SLT and Governors wish to review school strategies following Jan 18 external review | * Archdiocesan NLE team who review PP across the Archdiocese
 | EL, SLT, PPMs and NLE team | Jan 19 | 2.4 |

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| **PP Expenditure 2018-19** | **variance from 2017-18** |
| 1.1 | Attendance SLA | £3,500 | £0 |
| 1.2 | Careers guidance | £3,500 | -£1,715 |
| 1.3 | SISRA for academic analysis | £1,194 | £0 |
| 1.4 | Faculty Bids | £25,000 | £5,000 |
| 1.5 | SLE support for English and Maths | £1,200 | £0 |
| 1.6 | Internal SLE support for PP | £3,500 | £3,500 |
| 1.7 | Literacy Assistant | £16,000 | -£3,000 |
| 1.8 | School Comms | £2,587 | £0 |
| 1.9 | SLT PP Lead | £10,000 | £3,000 |
| 2 | SLT Pupil Progress Lead | £5,000 | £0 |
| 2.1 | Family Support Worker | £9,650 | £0 |
| 2.2 | CPOMS | £2,587 | £0 |
| 2.3 | Expert teachers to accelerate progress | £10,500 | -£3,000 |
| 2.4 | External review | £900 | £900 |
| 2.5 | Curriculum review and design SLE | £3,500 | £3,500 |
| 2.6 | Most Able Co-ordinator | £3,000 | £3,500 |
| 2.7 | Deputy PPM Y7 | £2,000 | £2,000 |
| 2.8 | Wellbeing support / mental health first aid  | £8,000 | £8,000 |
| 2.9 | Homework club | £2,212 | £2,212 |
|   | Total | £113,830 | £9,110 |