

St. Gregory's Catholic High School

Pupil Premium

Strategic Action Plan 2017-18

1) Summary of Information

School: St. Gregory's Catholic High School		
Academic Year: 2017/18	Total PP Budget: £104720	Date of most recent PP Review: 07/06/16
NOR: 902	No. of pupils eligible for PP: 129 (14.3%)	Date for next internal review: March 2018

2017-18 current data: % On or above track EAP Grade

	Number of Pupils	MATHS		ENGLISH		ALL SUBJECTS							
		PP	NON PP	PP	NON PP	PP	NON PP	High Band PP	High Band Non PP	Mid Band PP	Mid Band Non PP	Low Band PP	Low Band Non PP
Y7	20	47	69	61	79	66	76	50	72	72	83	63	74
Y8	33	54	63	75	82.4	68	82	63	84	68	87	92	74
Y9	23	39	69	44	69	70	79	72	79	65	79	58	78
Y10	19	32	63	58	71	59	74	64	76	45	75	79	83
Y11	34	0	2.8	7.4	15	7.7	17	4	20	3.8	14	17	13

2) Barriers to future Progress (for pupils eligible for PP)

In-school barriers

A	2017 is a three year high for PP progress. 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.
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.

C	Application of the school marking policy requires greater consistency 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.

3) Evaluation of last year's (2016/17) expenditure - £109,690			
<u>Strategy</u>	<u>Costings</u>	<u>Impact</u>	<u>Funding to be allocated in 2017/18?</u>
Attendance SLE	£4,600	Improved attendance figures for disadvantaged pupils from 89% in 2014/15 to 92% in 2015/16 to 94% in 2016-17 . Improved punctuality.	Yes
CPD Differentiation and Paired Reading Programme	£1,500	Improvement in the reading age of pupils	Yes
School Counselling	£6000	Emotional and social support for pupils which has seen an increase in attendance and progress and attainment	No
CPOMs Safeguarding	£2587	Robust recording and reporting system used to safeguard pupils and report to partner agencies, aiding good safeguarding practice in school	Yes
Careers Guidance	£4275	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	Yes
Pupil Premium Support Manager	£20,000	Ensured PP pupils and families suffering difficult circumstances were well supported and had access to additional services. Improved attendance and attainment /progress	Yes
Literacy Support in LRC	£3,600	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	Yes

Literacy Co-ordinator (small group reading)	£7,000	Ensuring that barriers to literacy and therefore access to the curriculum is improved at every year group (see literacy plan)	Yes												
		<table border="1"> <thead> <tr> <th></th> <th>PP av A8 grade Autumn</th> <th>PP av A8 grade Spring</th> <th>PP progress</th> </tr> </thead> <tbody> <tr> <td>Year 8</td> <td>0.82</td> <td>0.93</td> <td>0.11</td> </tr> <tr> <td>Year 7</td> <td>0.61</td> <td>0.7</td> <td>0.09</td> </tr> </tbody> </table>			PP av A8 grade Autumn	PP av A8 grade Spring	PP progress	Year 8	0.82	0.93	0.11	Year 7	0.61	0.7	0.09
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Year 8	0.82	0.93	0.11												
Year 7	0.61	0.7	0.09												
Additional support to pupils not secondary ready	£1,800	Including use of ICT support packages such as Literacy planet and Sum dog to engage and support pupils in interventions and accessing the literacy and numeracy curriculum (see table above)	Yes												
Rewards and Incentives	£500	School rewards for outstanding effort and attendance to engage and motivate pupils e.g. bowling, ice skating and prom	Yes												
SISRA for academic analysis of vulnerable groups	£1,194	Detailed and accurate analysis facilitating the ability to provide bespoke interventions and support and challenge	Yes												
School Comms	£3,000	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	Yes												
Alternative Provision incl 1:1	£8,000	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	Yes												
Educational Trips inc Field Trips	£1,000	Included to access to extracurricular activities and field trips including curricular trips abroad, enhancing engagement and progress	Yes												
SLT associate for QA of T&L	£2,000	Additional capacity on SLT to monitor quality first teaching and provision. Team has been restructured in 2017/18	No												
SLT associate for monitoring of Progress Data	£5,000	Additional capacity on SLT to analyse data and support leaders at all levels in the analysis and subsequent interventions leading to improved P8 for the whole school and disadvantaged pupils	Yes												

Deputy Headteacher Pupil Premium/outcomes	£6,400	Deputy Headteacher with responsibility for closing the gap in PP achievement, leading on CPD and strategies. PP progress has improved significantly from 2016 P8 score of -0.82 to 2017 P8 score of -0.13	Yes
Aspirational trips eg College and University	£500	Providing access to college and university life, improving aspiration and engagement. Reflected in improvements in attendance and progress	Yes
Music Tuition subsidy	£2,500	Providing additional support to access extracurricular music lessons, for pupils studying music GCSE provided additional interventions. For non- GCSE pupils enhanced engagement with the curriculum and experiences outside the classroom. E.g. drum, piano and singing lessons	Yes
General pupil welfare eg uniform and breakfast	£2,000	Improving attendance and pupil welfare	Yes
External CPD	£400	Student Voice activities and bespoke training for whole staff on 'Raising Achievement of PP and Boys' impact demonstrated in significantly improved P8 score	Yes
Faculty PP bids	£20,000	Use of PP funding to purchase additional resources and facilities to improve PP progress. Across the school P8 improved from -0.82 to -0.13	Yes
IONA transition into mainstream school	£1,000	Increased support for pupils in the IONA centre to be supported in main school transition. All pupils in 2016/17 were fully integrated into mainstream and provided with alternative curriculum where appropriate as evidenced in attendance and progress.	No
Nurture group transition into mainstream school	£1,000	Increased support for group of pupils to be supported in main school transition. All pupils now fully integrated into mainstream	No
Behaviour Watch	£1,500	Behaviour management system to reward and track behaviour and attitude to learning. Improving attendance and progress. Moving to SIMs behaviour management for 2017-18	No
Intervention sessions	£1,500	Bespoke small group interventions to engage and improve attainment and progress	Yes
SLE support in Maths and English	£800	Department support for Maths and English with focus on closing the PP gap as part of the whole department review process.	Yes

4) Planned expenditure 2017/18

i) Quality of teaching for all PP Pupils

<u>Outcome</u>	<u>Action/Approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff</u>	<u>Date for Review</u>	<u>Ref No. £</u>
1) Ensuring that the school's marking policy is consistently applied so that all pupils receive high quality feedback.	Disadvantaged pupils are a focus for all Departments, but particularly those subjects which have a difference of 20% or more. Departments where disadvantaged pupils perform better than their non-disadvantaged peers, for example Science, Art, Music and Catering, will share their good practice and effective strategies. Deployment of 3 internal SLEs to develop practice across all departments and colleagues. INSET	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	<ul style="list-style-type: none"> • Work scrutiny 11 calendared points • Departmental monitoring records • Pupil Voice • Parent Voice • Sharing good practice from departments such as Science and MFL across the whole school. • 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's SLT PPMs SLEs	March 2018	2.7 2.2 1.8

	on 30 th October to focus on this area and departmental reviews to highlight and share best practice and develop strategies where necessary					
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.	Ensure consistency of good practice in subjects such as MFL and Science across the whole curriculum, by identifying successful strategies and using Middle Leaders' meetings to share and discuss. Departments who have a positive difference to be paired with those that do not.	<ul style="list-style-type: none"> • 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 priorities and subsequent CPD 	HOD's SLT SLEs All staff	Dec 17	2.7 2.2 1.8

	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. Bespoke interventions to meet needs of all Disadvantaged pupils through early intervention programme which is differentiated by ability					
ii)						
<u>Outcome</u>	<u>Action/Approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff</u>	<u>Date for Review</u>	
3) Improve Y6 to Y7 curriculum transition.	Primary Visits to improve continuity and academic and pastoral transition.	English and Maths progress tests at KS3 enable staff to have a more refined focus on the skills needed to improve.	<ul style="list-style-type: none"> • Closer monitoring of Y7 data. • Rapid intervention after first data collection and CATS tests to be analysed in conjunction with SATs data. 	NMcL HA CP JE SH Y7	Oct '17 July '18	1.3 1.2 1.9 2.2 2.6

	<p>Book sharing – exercise books to be used in Y6/& Early intervention programme</p> <p>Y5/6 Discovery days</p> <p>Y7 pupil voice to identify successful strategies used at Primary school and those which can be sustained in secondary school.</p> <p>Literacy and Numeracy leads to work with primaries to build on prior learning and transition strategies</p>	<p>Personal profiles on pupils will allow for a more tailored approach.</p> <p>A more bespoke catch up plan for pupils who receive additional literacy and numeracy support</p>	<ul style="list-style-type: none"> • Additional PP data collection point 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 	FT's		
4)	<p>Improving literacy and numeracy skills in Y7 and Y8.</p> <p>Use of literacy tool kit in all lessons.</p> <p>Focus on improving SP&G in light of new GCSE specifications.</p> <p>One to one/Small group tuition to be provided as required.</p>	<p>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)</p>	<ul style="list-style-type: none"> • 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'. • See Whole School Literacy and numeracy Development Plan. 	JE SH PPM's SLT	April '18 July '18	1.3 1.5 1.8 1.9 2.2 1.7 2.7

	Phonics embedded in Y7 scheme of work Paired reading and numeracy programme. Literacy marking in books Standardised numeracy methods to be used in all subjects. Use of SUMDOG and Literacy Planet to build skills and track progress					
5) Ensuring the needs of disadvantaged pupils in the designated provision is adequately met.	Integrating pupils into mainstream lessons as appropriate, with targeted support.	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 DP See DP Development Plan.	<ul style="list-style-type: none"> • 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. 	DB/DM AH TA's	March '18	2.7 2.6 1.7 2.2 1.5 1.3
5) Careers guidance	Targeted support and aspirational careers guidance starting in Year 8,	To ensure that disadvantaged pupils are fully supported in decision making with access	<ul style="list-style-type: none"> • Effective use of Young peoples' services and one to one support 	JMCL	March 2018	1.2 2.6

for Year s 8-11	ahead of curriculum choices in year 9 and preparation for Post 16	to aspirational choices post 16				
iii) Other approaches						
<u>Outcome</u>	<u>Action/Approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff</u>	<u>Date for Review</u>	<u>Ref. No(£)</u>
7) School attendance figures for disadvantaged pupils to be at the same level as their non-disadvantaged peers.	Rapid communication First day response Meetings for PA's Regular 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 1% difference.	Whilst there has been a significant improvement in the attendance of disadvantaged pupils, their attendance is still between 1% lower than their non-disadvantaged peers in most year groups. Disadvantaged pupils' attendance has increased from 89% in 2014/15 to 92% in 2015/16 to 94% in 2016/17. Non-disadvantaged pupils' attendance is 95%.	<ul style="list-style-type: none"> 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's PSM's AB RH	Dec '17 April '18 July '18	1.1 2.6
8) Reduce the number of internal exclusions for	Using internal/external mentors at KS3 and 4 to promote positive behaviour for learning and	School data shows a disproportionate number of disadvantaged pupils being referred to the Columba Room.	<ul style="list-style-type: none"> 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. 	PPM's PSM's SLT LM RHR	Dec '17 April '18 July '18	1.1 1.7 2.1 2.6

disadvantaged pupils.	minimising the need for internal exclusions. Pastoral team to monitor behavioural issues on SIMs Behaviour Management and implement early interventions to minimise resultant internal exclusions.	EEF toolkit states that effective behaviour management in lessons will improve the progress of all. 33.5% of referrals in 2015/16 and 32.5% in 2016/17 were disadvantaged students.	<ul style="list-style-type: none"> • Use of PPM/SLT reports. • Use of departmental progress reports. • Whole school monitoring and emphasis on low level disruption in lessons. 			
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	Pupils and parents raise issues enabling school to provide a rapid response to concerns or queries	<ul style="list-style-type: none"> • Act upon the information gathered from Pupil Voice. • PP Passports • What can parents do to support their child? • Parents Information Evening. • SEAL Evenings 	PPM's KP WD	Feb '18	2.6 1.7 2.1

<p>10) Use of funding at Departmental level in order to remove barriers to learning and provide enrichment activities to further their learning beyond the classroom.</p>	<p>Staff training on effective strategies for using PP funding. School priorities outlined in detailed and case studies and specific examples provided. Staff to monitor and provide opportunities to engage disadvantaged pupils</p>	<p>Providing pupils with resources to remove all barriers 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.</p>	<ul style="list-style-type: none"> • 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 	<p>HOD's PPM's</p>	<p>Dec'17 July '18</p>	<p>1.7 1.6</p>
<p>Commission an external review of Pupil Premium</p>	<p>Commission a review by a NLE to review strategies</p>	<p>Best practice to review school procedures and recommended by Ofsted</p>	<ul style="list-style-type: none"> • Recommended NLE 	<p>EL, SLT, PPMs and NLE</p>	<p>Dec 17</p>	<p>1.8 2.7</p>